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Exploring the Deleterious Connection between Tradional School Discipline Practices and Male Latino Students who have Endured Adverse Childhood Experiences: An Exploratory Study in Northern California.

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EXPLORING THE DELETERIOUS CONNECTION BETWEEN TRADITIONAL
SCHOOL DISCIPLINE PRACTICES AND MALE LATINO STUDENTS WHO
HAVE ENDURED ADVERSE CHILDHOOD EXPERIENCES:
AN EXPLORATORY STUDY IN NORTHERN CALIFORNIA

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Presented to

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San José State University

In Partial Fulfillment

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Doctor of Education

by

Sonia Vargas

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The Designated Dissertation Committee Approves the Dissertation Titled

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by

Sonia Vargas

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ABSTRACT

EXPLORING THE DELETERIOUS CONNECTION BETWEEN TRADITIONAL SCHOOL DISCIPLINE PRACTICES AND MALE LATINO STUDENTS WHO HAVE ENDURED ADVERSE CHILDHOOD EXPERIENCES: AN EXPLORATORY STUDY IN NORTHERN CALIFORNIA

by Sonia Vargas

The purpose of this study was to critically evaluate the deleterious connection between traditional school discipline practices and male Latino students who have endured adverse childhood experiences. This study examined Latino male students' *testimonials* and understanding of their educational trajectories as they encounter adverse childhood experiences as well as their perceptions towards punitive disciplinary practices. This exploratory research utilized a documentary film design methodology and examined the perceptions of Latino male students, counselors, administrators and district official in an urban school district located in northern California. The study drew upon qualitative data collected in video format through student participants' and educators' informal and formal interviews. Critical Race Theory conceptual framework was use for this exploratory study. The documentary film, "Kicked Out" illuminates the unintended consequences and significant implications that emanated from disproportionate school disciplinary practices on youth with trauma. The findings derived from this documentary study brings about needed dialogue focused upon the intersection of punitive school discipline policies, school systems, racial inequalities and perpetuated trauma in schools. Findings also suggests that educators and school staff who work in alternative school settings, inherently provided a more caring and empathetic environment.

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CHAPTER ONE: INTRODUCTION

Personal Story

On March 7, 1997, my classmates and I boarded our designated school bus en route to our hometown of London, California. The bus driver then proceeded to our farm-working community seven miles away from Dinuba California, the nearby city where we attended high school. As we approached the bus stop to disembark, a young white boy named Eric who was sitting in the back of the bus shouted, "Look out for Vargas! He and Omar shot a "Dina boy" and the cops are after them!" Eric was referring to my youngest brother, who, at that time, was in the 10th grade at Dinuba High School. The "Dina boy" was also a student at the high school, but he was associated with a rival gang. Even though he was only 15 years old, my brother was already considered to be the leader of our town gang, known as the "London Boyz".

During the years 1996 through 1998, I witnessed and lived through an unprecedented rise in gang activity and violence in my hometown as well as the surrounding immigrant communities of California's central valley. By the age of 15, my brother was incarcerated and charged with attempted murder. Neither my parents, siblings, nor I could comprehend how José, a young man who had been the most valuable player on several sports teams both in and out of school, could be involved in such a terrifying act of violence. At my brother's first court date he declared himself not guilty. With the financial support from our older brother, my parents hired a lawyer who took up the case. The yearlong trial would prove to be a dreadful experience for my family and I. Beyond the criminal trial itself, and because the shooting occurred after school prior to José going

home, the school also had jurisdiction to discipline José. Pursuant to Dinuba high school district's discipline policy and their zero-tolerance stance the district officially expelled José as he awaited his trial.

While I have never excused my brother for his decisions during that time of his life, I now have a deeper understanding of what led him to this horrific and life-changing event. My brother and I, along with three other siblings, lived through an array of adverse childhood experiences. My parents, being undocumented immigrants during our childhood, were farmworkers and had very little means to support a family of seven. Living in poverty, our family encountered run-ins with immigration and customs enforcement (ICE) officers, which engendered many insecurities and fears regarding our potential deportation. Compounding those ever-present stressors was the fact that we also faced an enduring traumatic battle with our father's alcohol abuse and domestic violence. What my siblings and I did not know at the time was that our father had also been living with multiple mental health disorders. This realization has now provided me with some context surrounding his behaviors, although such an awareness does little to assuage the pain and trauma it has caused. Knowing these factors has nonetheless established an important foundation from which to analyze how these conditions have affected the development of our family nucleus and how they have impacted our decision-making processes – some of which were life-altering.

What makes my brother's story and his path to incarceration so confusing is that it was completely incongruent with his earlier life trajectory. He was an aspiring athlete who was highly recruited by high schools from around the central valley. In his eighth

and ninth grade school years he won state wrestling championships. He was a very smart student and did well in his academic classes. While in his ninth and 10th grades he was in the chess club and was one of their top players. During his sophomore year, prior to the shooting incident, he was recruited by a famous boxer to train at a youth boxing program. My parents even took an active role supporting José with his sports in hopes of ensuring that he would participate in positive activities with high-integrity individuals. Despite all of these opportunities, experiences, and environments, José was undeterred from continuing his involvement with the gang.

Looking back, it is clear what José gained from remaining in the gang. His participation with such a group provided him with unmatched levels of encouragement, reputation, and a sense of power. Indeed, the allure of the social benefits associated with being in a gang far outweighed the deleterious aspects. Unfortunately for José, attempts at interventions were implemented too late.

Or were they? Was my brother too heavily entrenched in the gang life that had shaped his identity to be saved? Was my 15-year-old brother too far gone to be set on a productive, healthy path? It is a possibility that this is the case, albeit a remote one. In my 16 years working with at-risk youth, I have seen a more likely problem. José, like many other young men of color, was exposed to an educational system that is ill-equipped to meaningfully intervene and engage the critical realities that accompany life in low-socioeconomic areas. Whether it is gang activity, drugs, abuse, neglect, or a whole host of other harmful conditions, today's educational system is not set up to properly handle

the physical, social, and emotional consequences that these young men of color bring to a campus.

I have been a voting member of a northern California unified school district's discipline review committee for the past six years. One part of my responsibilities is to review major student behavior cases for the district and determine if students should be recommended for expulsion, disciplinary hearings, change of placement, or no disciplinary action at all. In this district, data shows that Latino boys of low socioeconomic backgrounds have been disproportionately suspended and expelled for several years. This disproportionality troubles me and has also left me unsettled. As part of the team that renders major decisions that affect our students' education as well as their lives, I cannot help but see how our decisions could very well be reflective of a system that is failing to address the critical conditions that these young men face.

As a practitioner-scholar of formal adjudication and disciplinary processes in a K-12 public school district, I often feel perplexed when I see such an alarming number of Latino male students being suspended and expelled. As a sister of a Latino male who experienced trauma stemming from a variety of sources, which then manifested itself in destructive ways leading to his expulsion in the 10th grade, I feel angry and sad. For the conditions that my brother and many others faced are not fixed; I believe that they are modifiable and therefore worthy of our time, effort, study, analysis, consideration, institutional introspection, and the allocation of adequate resources to properly do so. Not only is engaging these conditions a moral and ethical imperative, but it is also a practical imperative as trauma-induced behaviors lead to lowered academic and social

performance. These feelings, coupled with my deep concern over the current disproportionate punitive discipline practices that are proving to be a disservice to so many young men of color, have driven my decision to focus my dissertation research on understanding the perceptions of Latino male students and how they see educational and disciplinary experiences impacting their lives.

Background

A wealth of research exists that has investigated correlations between the public education crisis, educational reforms, the prison industry, the racial and ethnic punishment disparities of students of color, and the school-to-prison-pipeline phenomenon (Valenzuela, et al., 1999). Academic researchers have questioned whether incarceration exists solely due to crime and argue that school systems fail due to systematic cracks. Hence, researchers contest that the criminal justice system and educational system as manipulated by policymakers and that both systems operate in racist and inequitable frameworks (Fasching-Varner et al., 2017). Whether this is true or not, data clearly points to the fact that current educational policy trends have exacerbated racial inequalities, particularly for Latino and African American students in the area of discipline. Studies and literature have indicated that these populations have been disproportionately targeted for disciplinary action, often with significant social, emotional, and academic consequences (Wade & Ortiz, 2017).

The enactment of educational policies, such as zero tolerance, has allowed school districts to utilize harsh punitive measures while accepting little to no responsibility for doing so. As such, actions become automatic, mandated responses. Thus, these

disciplinary methods have contributed to a disproportionate number of suspended and expelled Latino and African American youth in schools (Triplett, et al., 2014). Studies have indicated that urban youth of color who are suspended or expelled have a greater probability of being incarcerated later in life. Urban youth who are on the receiving end of these policies are not only subject to alienation and victimization while they attend school (Hyman, Cohen, & Mahon, 2003), their suspensions and expulsions often result in returning them to their toxic communities riddled with violence, poverty, domestic violence, and other sources of trauma (Bertram & Dartt, 2008). Such environments create a daily battle to survive in what could aptly be described as a domestic war zone. Studies have shown that urban youth experience posttraumatic stress disorders (PTSD) similar to that of military veterans (Bertram & Dartt, 2008). However, in spite of the numerous studies on both the detrimental effects of childhood trauma and punitive school practices on minority students, very little research has been carried out regarding how the two may be closely connected and actively impacting one another.

Statement of the Problem

Over the past recent decades, an urban school district in northern California has disproportionately suspended and expelled Latino male students. In the 2016-17 school year, more than 70% of students suspended were Latino. The leading cause of this disproportionality is the failure of teachers and administrators to consider students' adverse childhood traumatic experiences in discipline practices. This disproportionality issue is, at its core, an equity issue for public schools across the nation (Wade & Ortiz, 2017).

The enactment of educational disciplinary policies such as zero tolerance has contributed to the disparities of suspended and expelled Latino and African American youth in schools. The consequences of such policies may be far direr than previously thought. Many of the current disciplinary policies that excessively target students of color have damaging side effects. This can include the social and emotional stigmatization within a school or when a suspension or expulsion could force the student back into an environment rife with trauma-inducing conditions. In either scenario a student will inevitably be exposed to more and more trauma that may incubate conditions for recidivistic behaviors, thus perpetuating a downward cycle that may very well follow them into adulthood.

Current research on adverse childhood trauma confirms that exposure to toxic adverse childhood experiences (ACE) impact the social-emotional wellbeing and physical health of youth, as well as their academic achievement (Perry, 2013). Youth who live in urban cities are likely to be exposed to pervasive violence and poverty, rendering them twice as likely to experience PTSD in comparison to a combat veteran (Bertram & Dartt, 2008). These traumatic experiences consequently affect the brain development of youth, which is critical in decision-making processing and their overall behavior. In addition, youth that experience ACE often lack school connectedness and are inevitably perceived as an unmotivated youth with behavior issues (Anda et al., 2006). As long as our K-12 schools' disciplinary systems fail to understand the negative impact of trauma on the students they are supposed to be helping, schools will continue to perpetuate this ghastly scenario. To

do so is not only contrary to education's purported mission, it is also unethical to the highest degree.

Significance of the Problem

The overall purpose of this exploratory study was to examine the perceptions of Latino males from an urban school district in northern California who have experienced adverse childhood experiences and have also had to confront school disciplinary punishment. The study will explore counselors', positive behavior intervention coaches', school administrators' and district officials' perceptions of the impact of adverse childhood experiences on the school disciplinary practices/decisions and the school's response to youth with adverse childhood experience. This study also examined the role of school leadership awareness, urgency, and efforts to create and implement trauma-informed and trauma-sensitive disciplinary practices.

Research Questions

These research questions were designed to elicit information regarding Latino male students' educational experiences from those who attend or recently attended Ohlone school district. The central questions that guided the interview were:

1. How do Latino male students perceive how their experiences of trauma are being handled by their school teachers and administrators? To what extent may students' traumas become punished in schools?
2. What are the sources of trauma for urban Latino male students? How might these manifest themselves on a day-to-day basis?

3. How do punitive discipline practices impact Latino male students who endure adverse childhood experiences? How do school structures perpetuate trauma in schools?

4. What is the impact of current policies in the way that teachers and administrators implement practices as they relate to trauma? What are school systems doing and not doing to support students with trauma? What are other possible strategies schools might use to address trauma experienced by Latino males?

Definitions of Key Terms

Trauma. The American Psychiatric Association (APA) (2013), defines trauma in the Diagnostic and Statistical Manual of Mental Disorders (DSM) as exposure to actual or threatened death, serious injury or sexual violation under one or more of four criteria of which consist of:

(1) directly experiencing the traumatic event; (2) witnesses the traumatic event in person; (3) learns that the traumatic event occurred to a close family member or close friend (with the actual or threatened death being either violent or accidental; and (4) experiences first-hand repeated or extreme exposure to aversive details of the traumatic event. (APA, 2013, p.1).

According to the *National Child Traumatic Stress Network (NCTSN)* (n.d.) *traumatic events* include:

physical, sexual, or psychological abuse and neglect (including trafficking), natural and technological disasters or terrorism, family or community violence, sudden or violent loss of a loved one, substance use disorder (personal or familial), refugee and war experiences (including torture), serious accidents or life-threatening illness, and military family-related stressors (e.g., deployment, parental loss or injury) (p. 1).

Adverse Childhood Experiences. According to the Center of Disease Control (CDC) and Kaiser Permanente, *adverse childhood experiences* (ACE) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur

for people under the age of 18. ACEs are associated with potential risky health behaviors, chronic health conditions, low life potential, mental illnesses and early death”. The following main categories involved in determining ACEs are: psychological, physical, or sexual abuse; violence against mother; or living with household members who were substance abusers, being mentally ill or suicidal, or imprisoned (Felitti et al., 1998).

Site Selection and Sample

This research collected data from a public urban school district under the pseudonym Ohlone unified school district located in northern California. The sample for this qualitative, exploratory, and documentary film research consisted of Latino male students who had at least one disciplinary offense and are currently attending a middle, high, or alternative school within the Ohlone school district. In addition, male students who were recent former students of Ohlone school district that also experienced being disciplined will be part of the sample. As this research was in a documentary format, six students were part of this sample. The data gathering sample consisted of Latino males. This research focus was on Latino male students; however, school administrators were also included in the documentary to provide context for the existing disciplinary procedures that are currently being utilized.

Scope and Limitations of the Study

The scope of the study was limited to one specific K-12 school district. Due to the exploratory documentary research methodology, the sample size for this study was relatively small; hence the findings will not be used to generalize. However, the use of this documentary research provided in-depth interviews and observations on how trauma

impacts not only Latino male students in northern California, but a myriad of youth who have experienced similar conditions. This dissertation can potentially stimulate discussion among the increasing number of people throughout California and the United States who are committed to educating people about ACEs and helping to embrace trauma-informed and trauma-care practices on school campuses. Current constituents including ACEs Connection and ACEs Connection California Campaign Counter Childhood Adversity movement, workers in public health, educators, judges, juvenile counselors and probation officers, people from faith-based communities, social workers, pediatrics and business owners are a part of this diverse movement.

CHAPTER TWO: REVIEW OF THE LITERATURE

As stated in my introduction, there is little published research that explicitly explores how disciplinary school practices may be negatively impacting the social, emotional, and academic well-being of students who have experienced childhood trauma. Hence, a review of the literature is imperative to examine these interrelated variables and the multiple contributing factors that are often studied in other contexts, such as discipline policies, trauma, and the student's social environment. The following literature review will help in rendering a comprehensive and contextual understanding of these variables.

In order to provide context for this study, this review of literature will cover research concerning five critical variables relevant to the research objectives: (1) the historical evolution and ramifications of educational discipline policies; (2) the prevalence of urban youth with trauma; (3) urban educational policies and urban poverty; (4) youth with trauma in schools and; (5) responding to students with trauma in schools. As these topics are massive in scope, the review will focus on the history and inequities of educational policies and their ramifications on youth in schools, critical data on the impact of adverse childhood trauma and its detrimental effect on youth, and the interconnection between disproportionate punitive discipline policies on students of trauma in schools. Finally, this review of literature will cover two conceptual frameworks that will undergird the research. These include critical race theory (CRT) and counter storytelling. These will act as the lenses through which the research can provide insight into how and why Latino male youth continue to be disproportionately disciplined in school systems. It will also

examine how educational policy methods of disciplining students who have experienced trauma may have significant and unforeseen negative repercussions.

The Ramifications of Educational Discipline Policies on Latino Youth

The 1954 historic decision in *Brown v. Board of Education* initiated the presumed abolition of racial segregation (Noguera, Pierce, & Ahram, 2016). On the contrary, research suggests that even 60 years after the *Brown v. Board of Education* decision, racial inequalities continue to paralyze the social, political, economic, and educational experiences of minorities (Triplett et al., 2014). In the 1950s, school disciplinary practices often consisted of corporal punishment and the public humiliation of students. However, starting in the 1960s and through the 1970s, school disciplinary practices began to utilize in-school and out-of-school suspensions and expulsions as a replacement for corporal punishment (Triplett et al., 2014). Several studies indicate that it was during the 1980s that the notion of zero tolerance made its way into school discipline policies. Initially this approach was created by the US attorney Peter Nuñez to authorize US customs officials to confiscate sea vessels, vehicles, and property crossing the border with drugs and weapons (Skiba & Knesting, 2001; Triplett et al., 2014). In 1989, school districts throughout the US adopted a similar notion of zero tolerance, mandating expulsion for drugs, fighting, and gang-related activity (Skiba & Knesting, 2001).

Throughout the past three decades, the reconstruction of public education has led to a shift in addressing student behavior and disciplinary practices in schools across the United States, particularly in urban public schools (Wade & Ortiz, 2017). The rise of violence in the 1980s through the 1990s captured the attention of the media, and as a

consequence, they focused on the increase of gang violence, specifically with African American and Latino youth in urban cities. Juvenile arrests for violent crimes dramatically rose and due to the media's exaggerated coverage, the public began to fear youth of minority ethnic backgrounds (Castillo, 2014). The constant reporting on the rise of youth violence and its corresponding impact on the nation pressured congress to address the issue. Its response was to create tough-on-crime laws (Kang-Brown et al., 2013). Starting in 1994, youth violence began to decrease, despite political scientist John DiIulio continuing to profess that the nation would be facing a wave of young "super-predators" (2013, p.2).

In 1999 the massacre at Columbine high school shocked the nation and spread the fear of violence in schools (Skiba & Knesting, 2001). As a consequence, zero-tolerance policies increased rapidly and became de rigueur within the discipline of school cultures. School districts began to expand the scope of zero-tolerance with a more extensive list of behaviors that could be considered infractions not explicitly noted in the Gun-Free Schools Act and Zero-Tolerance Policy (Kang-Brown et al., 2013). Furthermore, because there was an increase in behaviors that could be considered zero-tolerance, the amount of reported zero-tolerance behavior within school districts increased as well. As a response federal and state governments increased funds for school security purposes, including police officers and metal detectors. The number of full-time police officers in schools between the 1996-1997 school year and 2007-2008 school year tripled, changing schools' disciplinary policies and punitive consequences (Kang-Brown et al., 2013).

As a result, the get-tough-on-violent crimes initiatives began focusing on a large number of inner cities, including New York, Los Angeles, and Philadelphia. Hence, President Bill Clinton passed the Gun-Free Schools Act (GFSA) in 1994, mandating school administrators to expel all students for a minimum of one year if they brought guns to school districts. However, to obtain federal funds to comply with the Gun-Free Schools Act 1994, (Kang-Brown, Trone, Fratello, & Daftary-Kapur, 2013) lawmakers enacted the establishment and adoption of the zero-tolerance policies.

Several studies on discipline systems and processes in the educational arena argue that, due to the creation of zero-tolerance policy, the rate of students suspended and expelled from schools has severely impacted youth, particularly those of minority backgrounds (Castillo, 2014). A nationwide examination of disciplinary disparities within elementary and middle schools during the 2005-2006 school year indicated that African American and Latino students were disproportionately disciplined. The study stipulated that initial office discipline referral (ODR) and administrative discipline determination reflected racial and ethnic inconsistencies. The researchers examined both elementary and middle school grade levels to interpret both sets of findings to demonstrate that in both grade levels, African American and Latino students were disproportionately disciplined (Skiba et al., 2011).

A study on the comparison of elementary, K-8 and middle schools' suspension rates among Black and Latino students from an urban school district examined three different selected categories of students, "Students who attended elementary /K-8 schools for both six and seventh grades, students who transitioned from elementary and K-8 schools to

middle schools in seventh grade, and students who attended middle school for both sixth and seventh grades” (Arcia, 2007, p. 466). The study used these categories to examine the suspension history and students’ reading achievement during sixth grade. The data substantiated that these factors were correlated with high rates of suspensions of Black and Latino students in the seventh grade, thus supporting the notion that punitive measures were impeding growth in both academics and behavior (Arcia, 2007).

A study conducted on the demographic characteristics of school shootings between 1990-2011 examined the ramifications of violence committed by White gunmen in suburban/rural communities on urban minorities. Part of the study examined zero-tolerance policies and their effect on mass shootings. It noted that urban minority students were disproportionately disciplined on account of such policies, though the perpetrators were often White. The study revealed that through the workings of zero tolerance or “get tough” policies, urban minorities have been and continue to be disproportionately punished in schools, even though the vast majority of gun violence was committed by White gunmen (Triplett et al., 2014).

In a later study, Mizel et al. (2016) conducted a simultaneous social construct framework study on a diverse group of students in the 10th to 12th grades. They examined the correlation of race/ethnicity, socioeconomic status, and gender as factors that could measure disproportionality of school disciplinary practices. It was concluded that African American male students and Latino male students of low socioeconomic status were most likely to have been academically disengaged, which led to more office referrals. Furthermore, the findings affirmed that if these students also engaged with the

usage of marijuana, they were more likely to be suspended or expelled. Furthermore, the study noted that male students with parents with lower levels of education were more likely to receive an office referral.

Throughout the past three decades, policymakers and reformers have played a critical role in transforming social control and related disciplinary practices in public education but in doing so, they may have unintentionally promoted the stratification of minority students in public schools. This reform has had the unintended effect of expediting the disproportionate targeting and criminalization of minority students (Wade & Ortiz, 2007).

Further research argues that schools with stratifying practices involve racial lines. This established racial organizational stratification in public schools has impacted disciplinary decisions and responses to student behavior and has also led to the criminalization of students of color. Hence, another dangerous ramification of stratification in public schools for students of color may be that such students are unintentionally punished for the trauma and mental health issues that are a reality in their life. It is a signal that the connection between school discipline and mental health may not be receiving the necessary attention that it deserves. Researchers argue that a substantial racial disparity exists in stratifying schools, yet there is almost no discussion on the intersection of race, punishment, and mental health services (Wade & Ortiz, 2007). As a result, such circumstances create dire situation “under such context, the most vulnerable youth become subjected to punitive and empathic responses to the traumas they face which could lead to alienation and further traumatization at the hand of the school” (Wade & Ortiz, 2007, p. 182).

The Prevalence of Urban Youth with Trauma

This second section details the historical background on the diagnosis development of post-traumatic stress disorder (PTSD), the key terms for defining trauma and childhood adverse experiences, and a discussion of the research on adverse childhood experiences and their impact on youth.

As minority youth suspension, expulsion, and incarceration rates have increased during the past three decades, so has research that seeks to examine the effects of trauma on youth. United States policy makers have recently begun to address trauma and the implications of PTSD as a national crisis. The initial call for action was primarily due to the advocacy of public health researchers, backed by the ever-increasing amounts of scientific findings surrounding PTSD and its effects on combat veteran soldiers and, more recently, urban youth (Bertram & Dartt, 2008). Since the 19th century, neurologist and medical researchers have continued to identify and update symptoms that combat veterans exhibit upon their return from war. Bertram and Dartt (2008) noted that by the 20th century, during the seemingly endless wars of that century, doctors began to acknowledge post-trauma symptoms in soldiers who had been physically wounded.

However, they failed to create a category of post-trauma for soldiers who had not been physically wounded. It was not until WWII that the American Psychiatric Association (APA) created the first edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), which addressed specific trauma psychological effects and symptoms. In the recent decades, the DSM has been republished multiple times and the

criteria for what constituted PTSD was broadened, creating a paradigmatic shift on the phenomena of PTSD.

In the evolution of PTSD diagnosis and developing focus on urban youth who live in impoverished communities, the APA and researchers at Harvard Medical School of Public Health released a new determination regarding complex post-traumatic stress disorder (C-PTSD), which highlighted ongoing stressors in youth (Duncan, 2017). Seminal research has confirmed relative similarities between combat veterans and urban youth regarding trauma and PTSD. Further research in childhood trauma indicated that one in three urban youth is twice as likely to be exposed to PTSD than a combat veteran (Perry, 2013). In examining and comparing the major stressors found in war zones and the impoverished urban communities that youth live in, Bertram & Dartt (2008) concluded that both combat veterans and urban youth exhibit PTSD due to the exposure to pervasive violence, "Many of these children lose hope for the future and have very low self-esteem. As they display such behaviors, urban youth are diagnosed with depression, anxiety disorders, aggressive behaviors disorders and substance abuse disorders" (Bertram & Dartt, 2008, p. 298).

In the context of examining trauma and juvenile delinquency, Greenwald (2002) described trauma as scary, horrible, painful, and intolerable state of mind in which the experienced trauma influences the inability to socially "integrate, work through, or "get over" the memory (Greenwald, 2002p.7). It is an event/occurrence which a child or adolescent experiences "intense horror, fear, or pain, along with helplessness" (Greenwald, 2002, p. 6). According to the neuropsychiatric definition, trauma is a

physical and emotional response to threatening experience(s). Corresponding consequences can lead to damaging effect on the child, altering their physical, emotional, cognitive and social development (Perry, 2003).

Traumatic events in childhood increase risk for a host of social (e.g., teenage pregnancy, adolescent drug abuse, school failure, victimization, anti-social behavior), neuropsychiatric (e.g., post-traumatic stress disorder, dissociative disorders, conduct disorders) and other medical problems (e.g., heart disease, asthma). The deterioration of public education, urban violence and the alarming social disintegration seen in some of our urban and rural communities can be traced back to the escalating cycles of abuse and neglect of our children (Perry, 2003, p. 32).

A 1997 Kaiser Permanente and the Center for Disease (CDC) study used a social-emotional cognitive conceptual framework to conduct a longitude study on the relationship of adverse childhood experiences (ACE) to adult health risk behaviors and health issues. Researchers analyzed the degree of exposure to seven specific categories: psychological, physical, or sexual abuse; violence against mother; living with household members who were substance abusers, mentally ill, or suicidal, or having been imprisoned. The study revealed a significant link between high levels of ACE and adult health risk and behaviors. Their findings suggested that the higher ACE score an individual reported, the higher the likelihood that the individual would participate in high-risk health behaviors. As children are more likely to experience depression, anxiety, and anger, they are more likely to turn to drugs, smoking, and alcohol to cope with their emotions (Felitti et al., 1998). The literature points out that trauma survivors are most likely to have some involvement with systems such as the child welfare system, justice system, and public and behavioral health systems which are systems that are unaware of their trauma.

According to research (Perry, B. D., 2008; Gerson, R., & Rappaport, N., & Anda, et al., 2006) over five million children experience some traumatic occurrences including natural disasters, a vehicle accident, life-threatening illness, physical abuse, sexual abuse, domestic violence, community violence, or the death of a parent. Studies indicate that more than 40% of children who experience severe trauma will develop chronic neuropsychiatric conditions that consequently negatively affect their emotional, academic, and social functioning. These experiences increase the risk of drug abuse, school failure, victimization, antisocial behaviors, dissociative disorders, conduct disorders, and medical conditions.

The intersectional framework findings of an epidemiological “case study” on ACE combined with neurobiological data on the effects of childhood abuse have evidentiary concurrence that exposure to extreme childhood toxic stress has a detrimental impact on the brain and physical wellbeing of a person. It has been suggested that by understanding the origins of ACE, multidisciplinary methods of studying and treating individuals with ACE may further serve as a way to improve the wellbeing of people (Anda et al., 2006).

Current research on adverse childhood trauma confirms that exposure to ACE impacts the social-emotional wellbeing and physical health of youth (Perry, B. D., 2008; Gerson, R., & Rappaport, N., & Anda, et al., 2006). Coupled with the fact that researchers in the medical field have found that the effects of trauma and adverse childhood experiences impact brain development, which affects critical decision-making and behavior, it is not surprising that a serious side effect of someone who has been exposed to ACE is poor academic performance in school. Beyond the impediment to

learning, youth who experience ACE often lack school connectedness, and hence are perceived as unmotivated and having behavior issues (Anda et al., 2006).

The Impact of Impoverished Urban Communities on Youth

According to Duncan-Andrade (2017) youth who live in impoverished urban communities are exposed pervasive community violence, poverty, racism, gentrification, institutional violence, and educational and eco-apartheid. Researchers McCart et al. (2007) have defined community violence as “deliberate acts intended to cause physical harm against a person in the community (i.e., neighborhood, school, other public places)” (p. 434). Exposure to such toxic stressors and adverse experiences impact the social emotional wellbeing and academic achievement of youth. As stated by Bruke (2014), “Children are especially sensitive to the repeated stress activation because their brains and bodies are just developing” (Bruke, 2014, 8:52). The literature on community violence suggests that youth who live in urban cities and are exposed to community violence are most likely to display indicators of PTSD including anxiety disorders, depression, substance abuse, and self-destructive behavior (Horowitz & McKay, 2005).

Further literature suggests that youth who witness or are exposed to violence are deeply affected (Bell & Jenkins, 1991). In the context of historical development and diagnosis of PTSD for war veterans, Bertram and Dartt (2008) highlighted that youth living in violent and impoverished communities are often diagnosed with attention deficit hyperactivity disorder or conduct disorder rather than the PTSD diagnosis, leading to inappropriate responses and interventions for such youth. Garcia-Reid, Reid, and Peterson (2005) argued that exposure to community and school violence hinders Latino

children's learning process and educational outcomes. As a result, the effects of inner-city violence lead to a multitude of emotional, social, or psychological challenges due to the direct or indirect exposure to violence. Hence, this array of symptoms can also result to a sense of futurelessness and difficulty in building interpersonal relationships:

Violence-exposed children have lowered self-esteem and show a decline in cognitive performance and school achievement. These school difficulties, which are so easily misdiagnosed in inner-city children, may be a result of the child being distracted by the intrusion of thoughts related to the trauma, making it impossible to concentrate on school material; the development of a cognitive style of deliberate memory lapses to help control the spontaneous reminders of the event; or simple fatigue from sleepless nights. (Bell & Jenkins, 1991, p. 178)

Bell and Jenkins (1991) further indicated that during a child's developmental process, all of the PTSD symptoms manifest. Preschool age children may "more likely display passive reactions and regressive symptoms such as enuresis (bed wetting), decreased verbalizations, and clinging behaviors" (p. 178). School-age children more often manifest aggression and are more withdrawn and experience somatic complaints (such as stomachaches) and cognitive distortions and deficits that appear to be learning struggles.

In addition to the exposure to community and school violence that youth endure, Anyon (2005), argued that macroeconomic policies increase inner-city economic discrimination which consequently sustains poverty among minority urban people. According to Anyon (2005), "Living in poverty is to experience daily crises of food, a place to live, and ways to keep your children safe" (p. 61). These aspects of living in poverty can be incapacitating to urban children and families and as a result they may diminish educational motivation and attainment.

Poverty in urban cities coupled with property tax policies, have also negatively impacted children. Urban public schools receive insufficient school financing therefore impoverishing public schools as they are expected to abide with all school reform policies despite inadequate resources (Anyon, 2005). These marcoeconomic policies and socioeconomic stratification has increasingly led to gentrification, particularly in urban communities. This disinvestment in inner-city neighborhoods has created ongoing racial inequalities targeting low-income African American and Hispanic communities. A study examined the extent to which the expansion of school choice accelerates gentrification resulting in racially segregating urban communities. The findings indicated that when school choice options increased, college-educated White households were far more likely to gentrify than communities of color (Pearman & Swain, 2017).

Garcia-Reid et al. (2005) argued that the fear of crime and violence occurring in the urban communities in which children live impedes the education of these children. They examined school engagement among Latino youth in an urban middle school context and uncovered that positive social support by friends, teachers, and parents were connected with school engagement. The findings suggested that positive supports can serve as a safeguard against the negative consequences of community and school violence (Garcia-Reid et al., 2005).

Youth Trauma in Schools

Persisting educational reforms, such as No Child Left Behind (NCLB) continuously are adopted without taking impoverished communities into account. The notion of NCLB serving as a tactic to address poverty within public education has

brought forth the lack of attention to the basic social needs of children. As a result, children of impoverished communities become confronted with further academic challenges. (Noguera et al., 2016)

In a 3-year ethnographic study on the academic achievement and schooling of immigrant Mexican and Mexican American students from Juan Seguin High School in Houston, Texas, an urban underfunded school, the notion of a “*subtractive schooling*” process became the apparent theme. *Subtractive schooling* is described as cheating Mexican and Mexican American students out of social and cultural capital or wealth, positioning them in a continuous vulnerable trajectory of educational failure. One of several implications of this study suggested that “schools like Seguin High are organized formally and informally in ways that fracture students’ cultural and ethnic identities, creating social, linguistic, and cultural divisions among and between the students and the staff (Valenzuela, 1999 p. 5).” The study revealed that Mexican American students are not resistant to education. What they resist is the schooling process, which they find disrespectful. According to Valenzuela, (1999):

School subtracts resources from youth in two major ways. First, it dismisses their definition of education which is not only thoroughly grounded in Mexican culture, but also approximates the optimal definition of education advanced by Noddings (1984) and other caring theorists. Second, subtractive schooling encompasses subtractively assimilationist policies and practices that are designed to divest Mexican students of their culture and language. (p. 20)

As a result, social relationships between these students and their peers and teachers are often difficult to maintain and teachers fail to build genuine and significant relationships that are critical to student success. The absence of this relationship also then

leads to teacher-student estrangement and a division among first-generation immigrants with Mexican American students. Also, the school administrators can consciously or unconsciously ignore the most basic needs of their students, which result in the feeling that "no one cares" (Valenzuela, 1999, p. 5).

Although there is a lack of research on youth mental health in schools, youth trauma is a critical element in its contribution to their educational experiences and academic achievement (Wade & Ortiz, 2017). Hyman et al. (2003) proposed that a negative school environment and climate can lead to or exacerbate PTSD. Moreover, adverse experiences do not only contribute to PTSD but also can result in student alienation syndrome (SAS), defined by the manifestation of hopelessness, oppositionality, and hypervigilance. Having to continually operate in environments that are characterized by SAS may lead to PTSD symptoms in students who experience victimization in schools (Hyman et al. 2003).

In a study on the impact of excessive punitive school disciplinary policies on overall academic achievement in an urban Kentucky school district, data demonstrated that excessive repressive discipline practices in schools were positively correlated with lower performance. High punitive suspension in schools contributes to the damaging of school climate and trust (Perry & Morris, 2014). Seminal research indicated that harsh discipline policies have facilitated the pushing out of Latina/o students from schools. This notion has ultimately created a negative Latino perception regarding a school's justice and fairness actions (Peguero, Bondy, & Shekarkharm, 2017).

Research indicates that racial minority students who had been suspended were more likely to lack connectedness to adults in their school compared to other student

populations in their school. The authors noted that students and school adult relationships/connectedness was imperative to eliminate the discipline and achievement gap (Anyon, Zhang & Hazel, 2016). In addition, research points out the links between the notion of a protective school environment and necessary “developmental assets” as they correlate to school connectedness and academic engagement. Ryzin (2011) found that the perceptions of students in secondary schools regarding school climate were indicative of academic engagement and associated positive perceptions, confirming that students’ perceptions of their school environment as a protective factor plays an important role in positive adolescent development and student achievement (Ryzin, 2011). Moreover, strained relationships between a school and a student are also a predictor of academic outcomes. This is particularly true for poor and minority students (Noguera et al., (2016).

Nancy Rapport (2012) argued that teachers today are becoming overwhelmed and worn-down working with volatile youth who are enrolled in their classes. Rates of youth with mental health disorders particularly today are on the rise and teachers are not being prepared to work with youth trauma. Furthermore, teachers also lack support from school systems, which are prioritizing state and federal initiatives over the true needs of their students. As teachers are expected to meet mandated standards, the reality is that with the existing trauma in their classroom, their lessons are being derailed. Trauma’s impact on learning is a problem that is not being addressed as a mental health disorder in school. On the contrary, schools are addressing these disorders with methods that are proving to exacerbate the problem, thus creating the conditions for perpetual student failure and disengagement (Peguero, Bondy, & Shekarkharm, 2017).

In a cross-sectional study on primary and secondary teachers' perceptions of meaningful work in trauma-impacted classrooms, findings suggested that a new effective development of trauma-informed pedagogy is important to appropriately enable teachers to address the complex trauma-affected classrooms. It was highlighted that individuation, or the strategy of creating meaningful work and pedagogy played an important role in teacher efficacy and control of their work. In this study, teachers concurred that though they choose to teach vulnerable and trauma-impacted youth because of the meaningfulness of their work, they did not always have effective strategies to appropriately engage their students' critical needs (Brunzell, Stokes, & Waters, 2018). As a result, teachers became worn down and lost interest in the teaching profession. Furthermore, the study noted that with up to 25% of teachers who left the profession, it was due to the burnout of working with trauma-impacted youth and disruptive behavior. The study also noted that those teachers who stayed noted the capability of maintaining a sense of meaningful work, which acted as an effective buffer against burnout. The study concluded that although it is not a teacher's responsibility to act as a mental health professional when dealing with trauma-impacted youth, teachers can be therapeutically informed and prepared for how to bring about the specific learning capabilities of trauma-impacted youth.

Compelling research has indicated that harsh school policies have facilitated the exit of Latina/o students from schools. This notion ultimately has created a negative Latino perception regarding their school's just and fairness actions. It is through a multilevel longitudinal social justice framework analysis that the researchers investigated procedural

justice and punishment as it relates to the likelihood of Latina/o students dropping out perceptions. The methods of analysis included a subsample of 1,800 Latina/o and 6,300 White students attending 580 schools to determine their perceptions. Results of this study demonstrate that Latina/o student perceptions of school justice, fairness and punishment contribute to their likelihood to drop out. There is a clear linkage between school punishment, justice, and dropping out with gender, racial and ethnic disparities (Peguero et al., 2017).

Responding to Student Trauma

According to Paccione-Dyszlewski, (2016) “schools can no longer be just a place where a child goes just to learn to read and write; they must focus equally on becoming an epicenter of social and emotional development” (p. 8). There is a need for a paradigm shift in school culture and shift of perspective (Andrade-Duncun 2017; Paccione-Dyszlewski, 2016;). In 2012 the American Academy of Pediatrics announced the urgency to address the needs of children with trauma in a policy which states:

The pediatric community must provide strong, proactive advocacy for more effective interventions for children with symptomatic evidence of toxic stress.... The proposed ecobiodevelopmental framework (1) incorporates growing evidence of the impact of toxic stress on the developing brain, (2) informs a deeper understanding of the early life origins of both educational failure and adult disease, and (3) underscores the need for collaborative efforts to prevent the long-term consequences of early adversity. (Paccione-Dyszlewski, 2016, p. 8)

It is through public health that there is now a growing awareness related to the prevalence of exposure to trauma upon our youth. This awareness has led to a trauma-informed schools’ national movement, however it needs “sound, objective knowledge of

implementation processes and rigorous evidence of proximal and distal outcomes” (Overstreet & Chafouleas, 2007, p. 4).

Dr. Nadine Burke Harris is a pediatrician, toxic stress researcher, and currently California’s surgeon general. The role of California surgeon general is to accumulate and unify all the insights of medical professionals, public health experts, and public workers in order to address toxic stress and its root causes. On September 11, 2019, Dr. Burke Harris addressed the Committee on Education and Labor United States House of Representatives and presented a discourse on trauma-informed care in Schools. Brukes (2019) presented the most recent published ACEs data conducted by CDC and Kaiser Permanente and the Behavioral Risk Factor Surveillance System (BRFSS). She stressed the effects of ACEs on learning and behavior. Brukes (2019) noted that “Children with 4 or more ACEs are as much as 32 times as likely to experience learning and behavior problems as compared to children with 0 ACEs” (p. 2).

In the effort to support learners exposed to ACE, there are two core principles which will assist in this process. One, is early detection and early interventions; and two involves safe, stable, and nurturing relationships and environments which are healing. Burke (2019) suggested that educational systems play a significant role in early detection and early intervention. Furthermore, trauma-informed training, practices, and policies in educational settings are essential to enable schools to provide a stable, safe, and nurturing environment for children. Burke (2019) reported that trauma-informed pilot programs implemented in schools, such as the *Quiet Time Program*, have demonstrated positive educational outcomes. The program has also had a positive impact on “negative

indicators such as school violence, suspension, expulsion and the African American achievement gap” (p. 6). Through Burke’s leadership and with California Governor Newsom’s support, she has been granted millions of dollars to compensate medical providers who perform ACE screenings and to train primary care providers as well. In addition, money has also been allocated for:

Early learning and care workforce in education/training grants; after school education and safety programs; increased access to state preschool for 10,000 income eligible children in community-based organizations; and five million dollars investment in developing a master plan for early learning and care. (Bruke, 2019, 10).

Trauma-Informed

According to McInerney and Mcklindon, (2014), the notion of “trauma-informed” approaches are in fact not a new concept. Both the medical and judicial systems have implemented trauma-informed approaches. Castillo, a lead medical assistant at northern California Kaiser Permanente posits that trauma-informed care is one of Kaiser’s major initiatives, “We are constantly being trained on trauma-sensitive approaches. We deal with patients with an array of trauma in Kaiser. Several times I have worked with female patients that have been victims of domestic violence and even human trafficked” (A. Castillo, personal communication, August 15, 2019). Trauma-informed approach can be applied in school settings as well: “At the heart of these approaches is the belief that students’ actions are a direct result of their experiences, and when students act out or disengage, *the question we should ask is not ‘what’s wrong with you’ but rather ‘what happened to you?’* By being sensitive to students’ past and current experiences with

trauma, educators can break the cycle of trauma, prevent re-traumatization, and engage a child in learning and finding success in school” (McInerney & McKlindon, 2014, p. 2).

Incorporating trauma-informed approaches with social and emotional relationally enriching school curriculum is critical in order to meet the needs of children who experience trauma (Blitz & Anderson, 2016; Perry, 2014). In understanding and knowing how to respond to trauma, school personnel can be better equipped to help reduce the negative symptoms of trauma (McInerney & Mcklindon, 2014). Teachers are instrumental and are in an optimal position to provide children with tools in dealing with trauma.

Restorative Justice and Practices

Burke (2019) asserted that in order to ensure that all children are provided optimal educational learning opportunities, the educational system must establish systems that promote safety, calm environments, transparent rules, non-punitive consequences, social-emotional education, and restorative practices and school structures. In 2008, San Francisco Unified School District (SFUSD) put in place a multi-year strategic plan to address the achievement gap which mirrored the nationwide effort to tackle the “school-to-prison-pipeline” phenomena. With the assistance of the University of California, San Francisco’s (UCSF) Healthy Environment and Response to Trauma in Schools (HEARTS) Program, four school from the southeast regions of San Francisco participated in the whole-school implementation approach of HEARTS program during the years of 2009-2014. In collaboration between the UCSF HEARTS program and school districts, the following purposes were agreed upon:

The mission of the UCSF HEARTS program is to collaborate with schools and school districts to promote school success for trauma-impacted children and youth by creating more trauma-informed, safe and supportive environments that foster resilience and wellness for all (children/youth and adults alike) in the school community. Specifically, the goals of HEARTS include: (1) increase student wellness, engagement in school, (2) build staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies, (3) promote staff wellness through addressing burnout and secondary trauma and (4) integrate a cultural and equity lens with an understanding of the sequelae of trauma to reduce racial disparities in disciplinary actions such as suspensions and expulsions. (Dorado et al., 2016, p 164).

The demographics of these schools are largely African American, Latino, Asian, and Pacific Islander students. These youth were from low-income families and lived in neighborhoods of concentrated urban poverty, poor health signs, and trauma frequently linked to poverty. The university of California, San Francisco guided the schools' services provided based on the public health triangle continuum along with SFUSD Behavior Response to Intervention (RtI) also known as a multi-tiered system of support triangle. The findings confirmed that HEARTS significantly increased and expanded the personnel's understanding of trauma and improved student academic achievement and attendance. Furthermore, the findings indicated that in the school in which HEARTS was implemented for the longest period of time, there was "a significant drop in disciplinary office referrals, incidents involving physical aggression and out-of-school suspensions" (Dorado et al., 2016, p. 173). Moreover, results suggested that students who received HEARTS therapeutic services decrease their trauma symptoms. The HEARTS program reckons that:

The impact of our work can be seen in one of our HEARTS school principals stating that HEARTS "has shifted the way we discipline students at the

school... We are a lot more empathetic... we take more time to allow kids to cool off... to have those meltdowns and then come to back without being suspended or sent home... Getting at that Cradle to Prison pipeline that you're talking about, we're not reproducing the same model of 'oh, you're out of here,' ostracizing kids and sending them out for things that they may feel are out of their control. (Dorado et al., 2016, p. 173).

Theoretical and Conceptual Framework

The theoretical framework that was used in this study is grounded in the principals of Gay's (2002) critical race theory (CRT). The CRT in Chicana/o education characterization:

is to develop a theoretical, conceptual, methodological, and pedagogical strategy that accounts for the role of race and racism in U.S. education and works towards the elimination of racism as part of a larger goal of eliminating other forms of subordination such as gender, class, and sexual orientation. (Yosso, Villalpando, Delgado, & Solorzano, 2001, p. 90)

Critical race theory is comprised of five grounding premises: the prevalent intersectionality of race, racism and alongside to additional rooted suppression; the task to challenge the dominant traditional race neutrality ideologies and post-racial ideologies disguised by groups in the contemporary societal culture; the commitment to eliminating racism and other forms of oppression and creating a socially just society; and the recognition that the experiential knowledge of people of color is valid, valuable and important for the understanding, study, and enlightening of racial oppression (Yosso et al., 2001). Yosso explicates that "CRT in education views this knowledge as a strength and draws explicitly on the lived experiences of Students of Color by including such methods as storytelling, family history, biographies, scenarios, parables, *cuentos*, chronicles, and narratives" (Yosso et al., 2001, p. 91). In addition, the strengths of the

interdisciplinary perspectives such as epistemologies and research approaches challenging the traditional examinations of racism and oppression (Yosso et al., 2001).

Critical race theory was the foundation of my research questions, and also of my exploratory study. It is through the CRT lens that I inquired if race and racial bias are rooted inside the disciplinary decision-making practices which impact urban Latino male students. This study explicitly focused the lens on Latino male students attending urban public schools. In applying CRT to this study, it is important to clarify the essential components of CRT as it relates to my research questions and my documentary data collection, data organization, and the analysis of my data. As a scholar-practitioner, my work was to investigate and examine how Latino males perceive their educational experiences as they endure child trauma and school discipline; to uncover how Latino male students perceive their experiences of trauma and subsequent behavior are being handled by their school teachers and administrators in order to reveal to what extent students' behavior due to traumas become punished in schools; to learn what are the typical sources of trauma of urban Latino male students; to understand how might these manifest themselves on a day to day basis; to ascertain how punitive discipline practices may impact Latino male students who endure adverse childhood experiences; to reveal how school structures may perpetuate trauma in schools; to determine what implications may arise from current policies that teachers and administrator utilize today as they relate to trauma; to examine how well existing school systems are doing in support of students with trauma; to research what other possible strategies schools might use to address trauma experienced by Latino males.

According to Yosso et al. (2001), counter-storytelling is a method of telling stories of marginalized people's experiences whose stories are rarely voiced. Counter storytelling is used as a means to challenge the racially privileged majoritarian stories and this technique is considered to be an important facet of CRT. It is through the CRT framework that the intersection of epistemology, methodology, pedagogy, curriculum, and policy in Chicana/o education is better understood (Yosso et al., 2001). Researchers indicate that, "Critical race epistemologies reflect a raced history and focus on the intersectionality of racism, sexism, classism, and other forms of subordinations in recognizing the multiple knowledges of People of Color (Yosso et al., 2001, p. 96)."

Critical race methodology is the position where theory and method converge to develop theories of transformation. Critical race theory and counter storytelling challenge traditional methodologies and humanize quantitative data and acknowledge the silenced voices within qualitative data; Critical race pedagogy challenges White, middle class, and traditionally male pedagogies. Critical race pedagogy fosters spaces to pedagogies of the home, meaning culturally relevant pedagogy. Critical race curriculum finds that traditional curriculum misrepresents, ignores, and labels People of Color. Critical race curriculum challenges racism and other forms of oppression that exist amid the traditional formal and informal curriculum. Critical race policy "challenges traditional policies and legislation effecting education from a perspective that humanizes People of Color and draws on their experiences as strengths to learn from, not deficits to correct (Yosso et al., 2001, p. 97).

Summary

This literature review illuminated critical findings pertaining to the disproportionate punitive consequences experienced by Latino males in urban public schools and the intersection of disciplinary decision making and childhood trauma. The collection of extant literature provides a comprehensive context from which we can illuminate the gaps in scholarly research by interconnecting the influence of disproportionate punitive school discipline practices with the effects of childhood trauma. This study aimed to address this gap in one key approach. Through a documentary, it sought to generate data from urban Latino male students who have been respondents of school discipline as they simultaneously endured childhood trauma. This is a population whose perspectives on their educational experience has not been extensively disclosed in the existing scholarly published literature. Furthermore, the present study focused on the often-disregarded voices of this specific population. This allows others to gain profound insights from their experiences. There is ample evidence that Latino male students are disproportionately disciplined in schools compared to their White peers; however, there is a lack of knowledge on the ramifications of disproportionate and punitive punishment with students who have experienced or are experiencing adverse childhood experiences and toxic stress. In addition, we know very little about the long-term consequences that punitive school discipline practices have on students who experienced trauma and the effect of revictimization as a result of being harshly disciplined. Urban Latino male students who have been recipients of these disciplinary systems possess a distinctive wisdom and cultural wealth making it imperative for educators and policy makers to

listen closely in order provide all students with equitable and just educational opportunities.

CHAPTER THREE: METHODOLOGY

The primary purpose of this exploratory research was to utilize a video documentary film design to develop a better understanding of the deleterious connection between traditional school discipline practices and male Latino students who have endured adverse childhood afflictions. This study examined Latino male students in an urban school district located in northern California. I sought to learn from Latino male students' *testimonials* and understanding of their educational trajectories as they encounter adverse childhood experiences as well as their perceptions towards punitive disciplinary practices. Such *testimonials*, as noted by Yosso et al. (2001) "remind us that oppressed groups have known instinctively that stories are an essential tool to their survival and liberation" (p. 95). It is through storytelling that social justice in educational research and practice may be pursued (Yosso et al., 2001). The research also included interviews with school counselors, a PBIS coach, school administrators, and school district officials to gain a comprehensive insight into the research's target population.

Within a framework of qualitative research methods, I applied a documentary-exploratory design as the primary research technique in order to uncover knowledge that was central in identifying and understanding how school punishment further victimizes male Latino students by adding trauma to students with previously existing trauma. The use of a video documentary approach provided a unique space for students to voice their testimonials and educational trajectories. This documentary illuminates the unintended consequences and significant implications that emanated from disproportionate school disciplinary practices on youth with trauma. The conclusions derived from this

documentary study bring about needed dialogue focused upon the intersection of punitive school discipline policies, school systems, racial inequalities, and perpetuated trauma in schools. Furthermore, the findings point to a need for further investigation and potential policy changes to help alleviate school discipline disparities as a result of students being subject to punitive and reactive decision making which, as a consequence, may unintentionally re-traumatize them.

The central inquiries that guided this documentary study were:

1. In what way do Latino male students perceive how their school teachers and administrators handle or handled their traumatic experiences? To what extent may students' trauma experiences have a connection to instances of disciplinary action?
2. What are the sources of trauma for urban Latino male students? How might these manifest themselves on a day-to-day basis?
3. How do punitive discipline practices impact Latino male students who have had to endure adverse childhood experiences? To what extent do school structures perpetuate trauma in classrooms?
4. What is the impact of current policies on the way teachers and administrators implement disciplinary practices as they relate to trauma? What are school systems doing or not doing to support students with trauma? What are other possible strategies schools might use to address the trauma experienced by Latino males?

Case Selection/Research Setting

As a counselor in the K-12 public education system for the past decade and a half, I have witnessed the ways that Latino male students who attend schools in the San José, California area are disproportionately disciplined. In addition, they also experience trauma and toxic stressors as they face punitive disciplinary consequences. Their adverse childhood experiences have negatively impacted their behaviors in school, often leaving school administrators with seemingly no other choice but to suspend and expel them at disproportionate rates compared to other student populations. Participants recruited for this study were primarily from an urban school district in San José, CA. The study took place at different sites; some interviews were conducted at the participant's workplace, school, home, or whichever site they found to be the most appropriate and comfortable. Allowing the participants to select the location of the interview facilitated comfort and trust so that they felt at ease when sharing their experiences and perceptions. As I sought to learn about the trauma that student participants have experienced, it was critical that the space where the interviews occurred was reassuring.

Participants in the Documentary

The study drew upon qualitative data collected through student participants' and educators' informal and formal interviews. The student participants consisted of one high school student, one student attending an alternative high school, two former general education students, one former student who has a learning disability, and my brother who was once expelled when in he was in high school. School administrators referred student participants for the research. Each of the participants had received at least one office

discipline referral or had encountered harsher disciplinary actions due to their inappropriate behavior. All student participants were of Latino male ethnic background. All former students, except for my brother, were under the age of 28-years-old. Informal introductions, ongoing meetings, and formal interviews were critical in gaining student participants' narratives. Table 1 shows the student participant background information.

Table 1

Documentary Student Participants

Name	Primary Language	Age	School Level/Status	Adverse Childhood Experiences (ACE)	Disciplinary Outcomes
Josue	Spanish	18	High school	Community violence & gangs	Referrals and expulsion
Sebastian	English	17	Alternative Ed.	Domestic violence, removed from parents, incarcerated parent	Incarcerated and expelled
Cruz	Spanish	23	Former student	Community violence	Suspended, expelled, and incarcerated
Enrique	English	28	Former student	Community violence, divorced and incarcerated parents, parent drug abuse	Suspended, expelled, and incarcerated
Juan	Spanish		Former student (learning disability)	Parent deported, single parent, community violence, gangs, poverty, death within family	Suspended and expelled
José	Spanish	38	Former student	Domestic violence, parent alcohol abuse, gangs, & community violence	Suspended, expelled, and incarcerated

Educators consisted of a retired counselor and consultant, two child welfare and attendance (CWA) counselors, a positive behavior interventions support (PBIS) coach, an administrator for a continuation high school, an assistant principal of discipline for a comprehensive high school, and a district manager of restorative interventions practices (RIP). These educator participants were selected based on their individualized expertise and practices in the field of educational discipline. The film's documentary goal was to obtain and capture participants' genuine emotions, perceptions, and expressions surrounding this sensitive topic. To get them to reveal their feelings, expressions, and truths, I needed to develop a trusting, individualized relationship with each of the interviewees – particularly with the student participants.

Documentary Film as a Research Methodology

The research consisted of a documentary film research methodology. This documentary included interviews with Latino male students, counselors, a PBIS coach, administrators, and a district official to highlight the implications on how traditional school discipline exacerbates or triggers already present trauma throughout youths' educational journeys. There are three reasons why I decided to produce a video documentary film for this study. First, a film documentary offered the participants a platform to voice their perceptions and testimonials about their educational trajectories and adverse experience (Friend & Militello, 2015; Kemmitt, 2007). Kemmit, 2007, indicates that “this strategy is part of a “humanist” approach to storytelling that allows characters to tell their own stories rather than emphasizing the filmmaker's power in constructing meaning” (Kemmitt, 2007, p. 30). Youth of color who exhibit behavior

issues in schools are often stigmatized as defiant and disruptive. Consequently, this labeling leads them to be reluctant to voice their stories due to the lack of trust or a safe space to express themselves. Friend and Caruthers, 2016, assert that youth "Voice" may be defined as "meaning that resides in the individual and enables that individual to participate in a community... Voice suggests relationships; the individual's relationship to the meaning of his/her experience" (Friend & Caruthers, 2016, p. 37). Second, as marginalized students, the selected participants have seldom had an opportunity to express their circumstances and challenges that impede them from being academically successful. Approximately 2/3 of people in the United States live in a city, many of which have large pockets of poverty and impoverished neighborhoods occupied by disenfranchised groups of people (Friend & Caruthers, 2016). Through accessing rarely acknowledged participant voices, this film documentary will provide the opportunity to learn about the social and cultural inequalities that exist in education for minority students and precisely how these result in disproportionate disciplinary practices. Third, in the current technologically transformational society that we live in today, a documentary can reach a considerably more extensive and diverse number of audiences (Friend & Caruthers, 2016; Friend & Militello, 2015) compared to forms of published research. This communication platform will be more accessible to the policy makers, scholars, researchers, educational practitioners, and community members.

Documentary Filming Process

The planning process for this study using documentary film integrated a visual qualitative research methodology. According to Friend and Caruthers (2016), in

conducting a visual qualitative study involving interviews and data analysis, the following logistical processes are essential: (1) Site selection – where and how to position the camera; (2) Participant selection and informed consent – identifying appropriate participants who can engage an audience and obtain fully executed media release consent forms; (3) Inquiry Phase – acquiring video and audio equipment, developing a recording a timeline and interview protocols for semi-structured interview questions; (4) Making Meaning – video and audio clip selecting, editing and analysis of most suitable clips that represent critical race theory; (5) Sharing results – sequencing of video clips, adding audio narration and sharing the results.

Data Collection Process

All interviews were conducted over three months in the 2019-2020 school year. During this period, I conducted repeated semi-structured interviews of participants that were held on and off school campus settings. The data collection was through the use of a video camera that captured the audio and visual testimonies of high students, former students, school counselors, administrators, and district officials. Current high school student participants were referred to this study by their school administrator. The students were informed about the research and the purpose of the study, and they were informed of their voluntarily participation and rights. Former student participants were students with whom I had a previous relationship as a school counselor. Participants were allowed to use a pseudonym if they wanted for this study. The interview questions that were used aligned to the research questions, which ranged from informal and unstructured to semi and highly structured questions. During the initial informal and unstructured interviews,

some questions were asked in English, some in Spanish or some were asked in a combination of both. The initial informal meetings enabled me to gather meaningful information for use during the later interviews. These initial meetings also facilitated rapport building with the participants, as well as a way of providing a preliminary understanding of the participants' experiences and perceptions.

Interview Process

Building trust and relationships with the participants in this study was imperative as they were being asked to elaborate on personal experiences, many of which had powerful emotions attached to them. Since I had previously worked with some of the student participants in the past, we had already built a level of trust which made them capable of sharing their experiences without hesitation. Another dynamic that aided in my building of trust was the fact that I am Latina, (Mexican American) and I spoke to the participants in Spanish or Spanglish when it was appropriate or needed. The collaborative and enduring relationships I have with the educator participants also served as an advantage to having access to the current practitioner's work, knowledge, and experiences in schools.

All interviews were carried out in particular steps. Interview questions were provided in advance if requested by participants. Before the interviews, if participants did not have the interview questions, they would be given the full protocol before the interview began. Interview questions for current students, former students, counselors, administrators, PBIS coach, and district official were different. It was communicated to the participants that during the interview, I would possibly ask follow-up or probing questions based on

their responses. Participants were also given the opportunity to skip questions if they felt uncomfortable responding and had the opportunity to ask clarifying questions if needed. During the interview process, there was one current student participant who requested not to have his face recorded.

Data Analysis

The analysis of the data was conducted after the data collection. The editing process used to produce the documentary allowed me to capture themes that emerged and code the footage that was essential in creating an original story. Merriam and Tisdell, 2016 suggest that “upon obtaining emerging categories and creating clips from observations and interviews, valuable clips were grouped in a sub-sequence order based on interpretation and reflection of their meaning” (p. 206). The sub-sequence themes were examined and identified focusing upon the purpose of the study and through the CRT and counter-storytelling lenses (Miles, Huberman & Saldana, 2014). This enabled me to create the documentary script for the narrative storyline.

Production Process of the Documentary Film

The documentary film production process consisted of the following three essential stages that include preproduction, production, and post-production. The following sections describe the three stages.

Pre-Production

The preproduction stage involved the completion of chapters one, two, and three of the dissertations in order to develop the research interview protocol. As a first-time filmmaker, and in an attempt to gain the knowledge about producing a documentary, I

attended a documentary workshop held by my dissertation chairperson. During this workshop, the dissertation chairperson explained the fundamentals of filming interviews, video camera usage, framing, microphones, staging the background scenes, lighting, and B-roll. The filming equipment was provided by the San José State University's EdD Leadership program and was accessible for the duration of the project. The editing software program Premiere Pro was also made accessible through the SJSU EdD program.

Production

The production stage consisted of setting up the video camera equipment in various locations. In this study, participants were filmed and interviewed in a location of their choosing, which included homes, school site classrooms, school site offices, district offices, and a public library.

Camera Set-up.

The set-up stage involved the selection of a setting in which the participant felt the most comfortable and which was suitable to conduct the interview. Lighting and the noise level were important considerations in this process, which was why all interviews were done indoors. Outdoors was attempted unsuccessfully. Next, the video camera was carefully adjusted onto the tripod to ensure that the filming was captured with the most precise manner possible. Each participant was provided with a clip-on microphone to capture the audio. Adjusting the camera to "frame participants" using traditional documentary interview technique was a detailed process that played an essential part in the camera set-up process. The majority of the shots were framed as a close shot, in

which the shot frame covers the interviewee's chest area to the top of his or her head. All the participants, with the exception of one, were filmed with the researcher behind or to the side of the camera. There was one participant who requested that the camera shoot from behind him, because he did not want his face filmed. Due to precautionary reasons, some of the B-roll filming (action or situation establishing footage) did not involve the set-up process described above. This filming consisted of placing the camera over the researcher's shoulder for most of the B-roll visuals. This was due to the limitations of time and opportunity to shoot B-roll footage in the community or school sites during the shelter-in-place orders.

Post-Production

The postproduction stage involved analyzing and editing the participants' interviews, B-roll, narration, and subtitles. The video footage was imported and saved onto the Adobe Premiere Pro editing software. The data analysis and the editing were done simultaneously.

Analyzing and Coding the Interviewee Responses

The interview analysis involved coding in a subjective data gathering procedure then noting of storytelling, patterns, consistencies and themes. Hence this visual qualitative data analysis consists of an interpretive approach.

In the analysis process, all footage was reviewed, and the researcher made notes of all themes, categories, stories, and expressions. Clips that appeared to be essential elements to create a compelling story were selected to be part of the narrative and unnecessary clips were also edited out simultaneously. This process allowed me a further explore

pertinent emerging themes and categories for the upcoming interviews. The coding process consisted of noting the following topics: Reason(s) for getting expelled or suspended, adverse experiences, sources of trauma, discipline disproportionality, community violence, school-to-prison-pipeline, schools perpetuating trauma, perceptions that teachers do not care, how students felt they were supported in school, when they felt connected to school, and trauma-informed interventions. Topics were separated base on the student and educator interview questions. The review of the data collection and footage enabled me to select the most appropriate themes that conveyed comprehensive insights into the research.

Editing the Footage

I initially started the editing process with the assistance of a current high school student who has had over 5 years of experience in working with video editing programs. The footage selection process became difficult as there was a large amount of significant, engaging, and revealing footage. After I identified the most relevant themes and clips, the documentary storyline and the narration were completed with the assistance of my chairperson, Dr. Gliner. The master sequence of the storyline commenced with the presentation of problems and ended with possible solutions. The storyline included the student participants' perceptions and experiences, school counselors, administrators and officials' knowledge and perceptions. Upon completing the storyline, the visuals (B-roll) were added to the initial master sequence to allow the audience to have a visual understanding of the story. Narrations were then added, and the narration served as transitions to convey necessary information for the audience relevant to the upcoming

footage that were viewing. B-roll visuals were also added in the narrative sections. There was some blurring of students who were not a part of the documentary. The initial master sequence ran for 1 hour and 16 minutes, longer than anticipated. With the assistance of Dr. Gliner and the online editor, I was able to shorten the master sequence to 58 minutes, which is still longer than a usual documentary. Throughout the editing process I received ongoing guidance from my dissertation chair. The EdD Leadership program later provided me with extra support from an online editor who assisted me with clearing up technical sound issues and providing graphics for the documentary.

Challenges in Producing the Documentary

From the beginning of planning for my documentary I felt inspired by the thought of being able to capture powerful moments in a visual way that could assist in my research. However, my lack of experience in producing, filming, screenwriting, and editing were some of my biggest challenges. Having never used an HD camera to interview people made the process somewhat intimidating. Not knowing how I was maneuvering the camera caused me anxiety at first, which in hindsight could have made some of my interviews go smoother as I felt rushed conducting the interviews at times.

Finding a suitable and noise-free space to interview my participants was also challenging. There were several interviews in which the background noise was too distracting that I had to redo or reschedule interviews or spend further time locating the best space available. This caused some delays in completing the interviews as I had to carry them out based on the specific participant's availability.

Obtaining footage for my B-roll was also a challenge. During the editing of the

footage and the creation of the script stage, the state of California was placed on a shelter-in-place regulation due to the Coronavirus. This impeded my ability to obtain the planned B-roll of the juvenile hall center, the adult correction facility, and the downtown areas of San José. All of the schools were closed so access to school sites and classrooms was prohibited; thus, I was not able to capture footage of active school sites.

During the course of the documentary production the editing process was definitely the most challenging. Not only was I unfamiliar with using Adobe Premiere Pro software, but I ran into issues importing the hours of footage that I had collected. The student who was assisting me during this time could not figure out how to help me. She advised me to seek help from her teacher, who had years of expertise in using editing software. I reached out and he graciously helped me. Because of the relatively small amount of memory on my personal computer, importing footage and resolving technical issues took the teacher and I about 5 hours to complete. In addition, trying to use Team Viewer, a screen sharing software with my advisor, proved challenging as there were frequent sound issues, as well as editing software problems that Team Viewer was unable to handle except with a high-end computer which we did not have access to.

Lastly, upon further reflection, I realized that interviewing my brother brought forth powerful emotions for me, particularly as he shared information that I had not been aware of and was not expecting. Prior to interviewing him, I felt some anxiety about what was going to be revealed. Ultimately, the interview became more of a conversation and as he shared in-depth and detailed information, I became concerned about ethical and/or safety concerns that might arise if I were to use his interview. As a result, while I did leave a

few clips of him in the documentary, I chose to leave out much of his narrative.

Potential Bias and Limitations

The study was limited in exploring the lived experiences and perceptions of the Latino male students, former students' counselors, a PBIS coach, school administrators, and a district official due to the documentary research methodology. The limitation is a significantly small number of participants for each of the categories. While this study is an exploratory look at the research questions from multiple perspectives, there is limited representation from each of those perspectives. The timeframe of the documentary was another limitation. In order to focus on the research question, a limited time slot was allotted to participants. This took away the space in this platform to include other rich data captured from the students' interviews, which might be used for other relevant research questions. Due to the sensitive nature of this study and the documentary methodology, the sample size for this study was relatively small; hence, the findings cannot be used to generalize to other populations or locations.

Positionality

Personal Background

Both my personal and professional experiences and the connection to this study played a significant role as I undertook this research. My relationship with the research problem is substantially similar to the participants of my research. I experienced first-hand living through my youngest brother's educational trajectory. I witnessed his criminal and educational sentencing. We lived this anguish alongside with violence in our family, abuse, and poverty. Due to the gang violence that my brother and my family lived

around, he was criminally charged for a violent crime, which led to his sentencing at juvenile hall and expulsion from our high school. This experience took a significant toll on my family's lives as we all witnessed how he would subsequently encounter further negative repercussions and challenges with the law as well as in obtaining employment. I have always held this experience dear to my heart, which ultimately shaped my professional aspirations in becoming a school counselor and advocating for youth of promise.

Professional Background

As a professional, I serve as a member of a district committee that determines the outcomes of many Latino male students who are facing severe disciplinary action. Often, these outcomes result in punitive action due to mandated policies. Because I deal with this issue on a daily basis, I understand how delicate this situation can be. Therefore, I found it imperative that the student participants trusted that I would emotionally protect them in the process. By developing a relationship grounded in trust, this allowed them to speak their truths about their personal experiences, emotions, and perceptions.

Regardless, I understood that it was vital for me to accept the reality of my positionality and I maintained a very conscious and mindful disposition as I conducted this research.

Considerations of Ethical Issues

Given that this research study consisted of delicate and controversial matters, strong ethical standards were carefully applied. Prior to the filmed interviews, the researcher provided all participants with a detailed explanation, discourse, and rationale for the study and documentary. The participants were asked their permission to use interviews in

the documentary. The participants were provided with the consent forms of the documentary filming process. In addition, participants were informed that their names or physical appearance might be omitted if they were uncomfortable. Participants were also given the opportunity to stop the interviews at any moment if they felt uncomfortable or did not want to answer specific questions. Participants were asked if they would like to volunteer to be a part of the documentary filming and interviewing process. Minor participants were instructed to inform parents or legal guardians that the researcher would contact them to provide further information. The researcher allowed parents to ask questions when the researcher scheduled meetings with minor participants' parents or legal guardian, and also provided them with an oral explanation of the study in their preferred language. One parent was provided with a Spanish media release form for parental consent. The consent form was also orally explained to parents in Spanish. Media release forms for all adult participants were collected as well. The times chosen to film of the interviews were decided based on the participants' availability, and the location was chosen based on their preferences.

Summary

The public education system is actively trying to address both trauma (in general) and disproportionate discipline rates among Latino students. However, they are doing so as if they were completely separate topics. The problem is that they are, in fact, not. They are directly connected and to engage one means engaging the other. This study explored the interconnection and ramifications of punitive school disciplinary practices, disproportionate racial disciplinary inequalities, and the adverse childhood experiences of

Latino male youth in urban schools. The findings of this study seek to bring attention to this topic in order to facilitate additional research, which may lead to a better understanding and awareness of this detrimental and urgent mental health issue occurring within our schools. This research study applies the critical race theory framework to illuminate the contribution of race on Latino male youth as they endure trauma and are also disproportionately disciplined in schools.

CHAPTER FOUR:

SUMMARY OF FINDINGS, DISCUSSION, REFLECTION, AND RECOMMENDATIONS

The purpose of the exploratory study was to develop an understanding of Latino male students' educational experiences in relation to the intersecting phenomena of being the target of disproportionate disciplinary practices and significant childhood trauma. The results have been presented in the documentary film "Kicked Out!" that can be accessed on YouTube at <https://youtu.be/eXx6JOetlHk>. The documentary was produced by filming and using footage of participant interviews, observations, B-roll visuals, and narration to address the research questions that guided the research. This study aims to shed light on the significant consequences of deleterious disciplinary practices and create a sense of urgency for all stakeholders to address the impact on Latino male students. This chapter summarizes conclusions from the exploratory study research questions, highlights implications, and offers recommendations for educational practices and future research.

Research Question 1(a): In What Way do Latino Male Students Perceive how their School Teachers and Administrators Handle their Traumatic Experiences?

In examining the student participants' responses, several themes arose in the way they perceived how their teachers and administrators handled their traumatic experiences. The number one theme that emerged was that they perceived their teachers and administrators did not display any empathy towards them or their situations. Enrique, a former student, stated:

I had a principal in high school that... knew about me and the life that I was coming from...and he'd almost used it against me....he'd give me lectures and

say I'm gonna be just like them and it was almost like someone is taking personal things that they know about you and just throwing it in your face, and it's not very upbringing; it's not very encouraging. Maybe it was said out of, you know, trying to use the scare tactic, but it was more something that I'd say pushed me away from thinking that he's a creditable source or a good guy or someone who is looking out for the best for me. You're just pretty much telling me that I'm going to fail in life, and you're not offering any help at all besides suspending me for four or five days and sending me home.

Sebastian, a current high school student participant, shared that he experienced moments in his elementary, middle, and high school years where adults would tell him they did not care what happened to him. He shared, "I feel like they don't really, they just don't care. Yeah, basically they just don't care because it's not them, it's not their kid."

Juan, a former student who navigated his school years as an English learner with a learning disability, shared his difficulties in learning from a young age. He felt that he received the appropriate support while he attended middle school. However, his high school experience was not as positive. Juan stated:

Once you get to high school, it's different because not all the teachers want to sit there and help you or show you. and say hey you know what, this is the way you have to do these things you know...if you don't understand it, we can stay after school or come early in the morning, and I'll help you out...you know. It's just the level of education; the level of people understanding of things is not the same, and there some teachers that don't really care about it.

The participants also shared that teachers would target them and, often times, would send them out on an office referral for unwarranted reasons. My brother, José, shared that after being targeted by teachers and administrators and blamed for things that he had not done, he simply stopped caring about school. This disconnect from school essentially led to his expulsion. The participants shared their belief that if their teachers and

administrators knew of their personal challenges, it could have changed the connection to school and behavior.

Another theme that emerged was that participants found school staff who served in alternative school settings, such as continuation high schools, independent studies programs, and/or the juvenile hall alternative high schools inherently provided a more caring and empathetic environment. Student participants felt that these teachers, counselors, support staff, and administrators worked better with students who were dealing with similar challenging circumstances. Participants shared that they did not feel judged by these teachers. Furthermore, they offered that their teachers, school staff, and administrators in these specific school settings genuinely wanted to work with them and help them. Enrique, who was expelled and then placed at a community day school, a school specifically for students who were expelled or with behavior issues, mentioned how he surprisingly developed a great relationship with his teachers. He stated:

It was crazy because I thought that teachers in this small school don't care anymore because they're dealing with terrible kids all day. But I felt that these teachers cared way more than all the other teachers that I pretty much had through my whole time in school, kindergarten through the tenth grade. They would always take their time to make sure everybody was on the same page and wouldn't move on till we were way more one on one time and these people that were all, I felt were really good people and they cared about us and learning.

Upon interviewing Enrique on the school campus that he once was expelled from, he got the opportunity to reconnect with Mr. Cabral, one of his former teachers from the community day school. Mr. Cabral had been Enrique's math teacher. During their reuniting conversation, Enrique shared that a few years ago, he tracked down Mr. Cabral and asked if he would tutor Enrique for a math exam that he need to pass in order to be

accepted at the union job where he is currently employed. As they engaged in further conversation, they reminisced about the time during which Enrique attended the community day school. This observation spoke to the enduring relationship that had developed and still exists between Enrique and Mr. Cabral. Furthermore, it affirmed that the relationship building between an adult at a school and a student could be very impactful upon a student's life.

Cruz, a former student participant, was expelled in high school and consequently ended up in juvenile hall. He stated that the school in juvenile hall was not exactly school in the conventional sense as he reported that they did not do much learning. School in juvenile hall for Cruz became a therapeutic space where he was able to build a trusting relationship with his teacher. Upon reflecting on his school experience in juvenile hall he felt that the therapeutic space and time school provided was, in fact, what he needed more than the traditional education provided by a comprehensive school.

A third theme that surfaced from the interviews with the student participants was their sense of hopelessness. José not only pointed out how the constant targeting pushed him to disengage from school, he also detailed the turmoil that he experienced in juvenile hall while he awaited sentencing. The probability of being sentenced for several years brought about a sense of hopelessness, which manifested in a feeling of recklessness. Enrique proudly expressed how he felt his continuation school was helping him and that it was the school where he felt he was actually excelling. However, getting disciplined out of his continuation school was very upsetting to him. Enrique stated, "Getting expelled from Broadway was the big point where I felt that I didn't have hope."

Like José, Cruz experienced incarceration as both a minor and then as an adult. Cruz' criminal record, to this day, has had a damaging impact on his opportunities for employment. Cruz said:

My criminal record is, is a curse. I can't apply for normal jobs. No matter how qualified I am, I can't. I can't do what I want They say how do you say, they want us to re-enter society, but they don't let us enter society. I've been turned down from... I've been in a pinch for money, and I've tried doing Uber or anything like that, and I can't even do that because nobody wants to have someone like me to work for them. My criminal background has held me back from doing a lot of things, which it shouldn't because I'm supposed to be rehabilitated. I'm not the same person.

I asked if he felt that he was rehabilitated. Cruz then replied:

I do feel that I am rehabilitated. I don't feel like I think the same. I don't feel like I feel the same. I feel like, I still feel like I'm alone, like I was in school. Besides not from my family but from outside.

Cruz was referring to how systems in society have created further challenges for him as he re-entered society to become an honest and law-abiding citizen. During this section of the interview, Cruz became emotional and appeared to be hopeless as he reflected on his life as a child, student, adolescent, young adult, and now as an adult.

Research question 1(b). To What Extent are a Student's Traumatic Experiences Punished in Schools?

The overwhelming theme that transpired in response to this question was that the more adverse childhood experiences and trauma the student participants had endured, the more punitive consequences that participants received in school. Enrique, for example, said his parents separated when he was in elementary school. Soon after, he ended up under the care of his grandmother because his mother became addicted to methamphetamine and was deemed unfit to care for him. Enrique became aware of the

financial challenges his grandmother was facing; thus, at a very young age, he began to sell marijuana with the idea that he would alleviate some of the financial burden for this grandmother. Enrique said:

I was hanging out in the wrong neighborhood with kids that were in middle school. I was doing middle school stuff when I was in elementary. And then, doing high school stuff in middle school. You know, I was selling joints when I was in middle school. Didn't get caught selling some but got caught with some. And that led to me getting suspended and getting put on probation. You know then, in high school, I got caught with weed multiple times and that led me to getting put on probation again. That's why I got expelled from Broadway, because I got caught with a bunch of money and a bunch of baggies and just a little bit of weed. They knew what I was doing. And so, yeah, that's why I got expelled from Broadway and then at that point that's when I felt like there was no more hope left.

Enrique lived in a community heavily surrounded by violence, gang violence, and poverty. At this point, his father was not involved in his life. His mother was in and out of a rehabilitation center. He had very little adult supervision. During his senior year in high school, he got involved with the juvenile system once again, but this time he was detained. Upon his release from juvenile hall and close to his graduation date, Enrique was stabbed. His lung was severely punctured leaving him in critical condition. Enrique was able to recuperate and aside from all his challenges he managed to graduate with his class.

Alfonso Gallegos, assistant principal of discipline in a high school, shared his experience and challenges when dealing with Latino male students and discipline. Mr. Gallegos explained that many of his Latino male students are repeat offenders who, more often than not come to school and exhibit behavior that they learned from their

community and home environments. He shared that 52% of the population at his school is Latino, but 75%-80% of his suspensions are Latino students. Mr. Gallegos mused:

I can tell you, coming from a Latino administrator, well they're doing something so extreme that I have no choice but to suspend them. Right? But along those lines, right, I try to teach them those lessons, those morals and ethics that they may not come to school with... you know, maybe they don't have that at home.

All the student participants, with the exception of Josue, shared that they experienced more than two adverse childhood experiences (ACEs). All student participants, with the exception of Josue, reported that they had been suspended multiple times and were expelled throughout their educational trajectories.

Research Question 2. What are the Sources of Traumas for Urban Latino Male Students?

The counselors interviewed in this study all indicated that both the prevalence and the kinds of trauma in schools today is worse than it was 40 years ago. The counselors shared that some of the common sources of trauma that students encounter can include domestic violence, sexual and/or physical abuse, community violence, incarceration of a parent(s), alcoholic or drug-addicted parent(s), bullying, or the death of a family member. However, the most prevalent source of trauma for students living in the Silicon Valley is poverty. Kate, a retired counselor, shared that she saw a lot more students who were homeless and who have to worry about where they will be sleeping the following night. Families struggle to pay the cost of living in the San Francisco Bay Area and, as a result, they often live in their cars, tents, shelters, or with other families. Kate also shared that another source of trauma that is affecting students today is the issue of immigration. Kate said:

Years ago, I didn't ask a lot of questions, or I really didn't think about it. You know what their status was in terms of whether they are documented or not

documented. It wasn't an issue in terms of affecting how they did in school or how they lived their lives. It is now.

Research Question 2 (b). How Might Trauma Manifest Itself on a Day-to-Day Basis?

A counselor shared that students who have experienced or are experiencing trauma and attending school may not be ready to learn. Bernadette, a child welfare and attendance counselor, hypothesized that trauma become manifested in student behavior.

Bernadette explained:

They're acting out. They're blowing out. They're evacuating classrooms. They're cussing out their teachers. They're fighting. They're angry. They're sad. They're hurting themselves. They're maybe making a statement of wanting to hurt themselves. They're showing it in various ways.

In interviewing the student participants, they shared the various ways their traumas manifested as they attended school. The participants either stopped attending school, used drugs, sold drugs, participated in gang activity, participated in criminal behavior, carried weapons, or used weapons.

Research Question 3(a). How do Punitive Discipline Practices Impact Latino Male Students who Endure Adverse Childhood Experiences?

A common theme that emerged with the impact of punitive discipline practices on Latino male students was that when they are continuously being disciplined, they become disconnected from school. These students stopped attending school regularly and, subsequently, they often ended up engaging in behaviors that lead them towards expulsion, probation or incarceration. Margarita, a child welfare and attendance counselor, shared that:

Students are dealing with their trauma and being kicked out of their classrooms becomes a habit. They become disconnected from the school. They become disenfranchised. Therefore, any contact or experience with school automatically

defaults to a negative experience, and so, therefore, they are suspended. They are alienated. And therefore, they don't have access to their education and also access to other growth opportunities within education such as other programs that they can be participating in while they are in school.

Juan, a former student participant, shared how he and three of his siblings were severely impacted by punitive discipline practices. Juan shared that his older brother was expelled and was not given the opportunity to return to a comprehensive school. During the time that his brother was not attending school regularly, he became involved with a gang for several years and essentially did not graduate from high school. Juan shared that one of his younger twin brothers was also expelled and ended up incarcerated. Upon his release from custody, his brother was shot while he was associating with a group of individuals who were a bad influence on him. Juan shared this because the school district would not place his brother in a comprehensive school. This younger brother also became heavily involved in gangs, which led to him committing a crime that got him sentenced to 8 years in prison. Juan's other twin brother was also expelled from his comprehensive school and was getting himself into trouble that led him to time in a juvenile detention center. This brother also had a learning disability but managed to obtain his high school diploma while he served his time at the ranch (detention center). Unlike his other siblings, this younger brother was murdered just one week after being released from the ranch. Juan strongly believes that this younger brother was not given the opportunity to be successful in school because he was a student with a learning disability. Consequently, young kids like his brother could become involved with gangs and criminal activities as a result.

Research Question 3(b). How do School Structures Perpetuate Trauma in Schools?

Participant Dr. Powell, a manager of Intervention Restorative practices, shared that she believes that though school discipline policies were intended to create a safe school campus and not to disproportionately suspend and expel Latino boys. She professed that the consequences of these policies have rendered an unintended outcome. Dr. Powell believes that the application of current discipline policies and how such policies are being disproportionately applied should be addressed. Dr. Powell elaborated:

I think that because historically we have had suspensions and expulsions be a tool in education, it does cause harm to some students. Our system does unintendedly retraumatize our Latino males. And I think it does that in a way that contributes to some of the outcomes that we see in terms of academics and engagement.

Assistant principal participant, Claudia Saavedra, said that she believes that both the justice engagement system and the public education system perpetuate trauma with Latino males. She shared that the reasons why she believes that is because the systems are more reactive to situations than preventative. Claudia shared what she has observed with her Latino student population:

A lot of the students, especially at Broadway, have at one point experienced a suspension, an expulsion, or trauma in their home. They've been justice engaged. They've had all these situations. And when we approach things in a punitive way, they expect to never have a voice. They expect that, 'If I'm going to do this, this is what I'm going to get this as a consequence.' So they're kind of already set up to fail. They are already expecting that they're not going to have a voice, and they're not going to have anyone to hear their side of their story. So I think that it makes them less confident about their ability to be successful. It makes them feel as they don't have a purpose, and what they're doing is not important, and that education is not going to be a tool for them to overcome these situations. A lot of them have a very fixed mindset about their abilities in general as human beings because they think that these systems are really set up to make them fail, and they don't have trust in the education system because of their experiences. They don't have trust in the justice engagement or social system just because of their personal experiences. They've never been sat down and asked how does this makes you feel and what we can do to help. It's more, this is what happened, and this is what you need to do now. So, there's no collaboration, and there really is no intervention that is

followed through in a way that's going to measure success for them, whether it's social-emotional or academically at school. So, in the long run, they don't have confidence in either system because both systems have failed them.

A common theme that emerged was that the use of punitive discipline practices on Latino students inevitably causes more harm to the student's educational experience and suppresses their success rate. The film depicts examples of the ramifications relative to punitive discipline practices on Latino males who had experienced adverse childhood experiences. One specific video shot captured the emotional toll that the punitive consequences had on the life of a student participant. Other video shots emphasize the negative outcomes that student participants endured as a result of being exposed to adverse experiences and receiving punitive consequences emanating from their actions. Furthermore, the film illustrates the urgency and concern that the educator participants feel relative to how school structures perpetuate trauma.

Research Question 4(a). What is the Impact of Current Policies on the way Teachers and Administrators Implement Practices as they Relate to Trauma?

Though specific discipline policies are meant to be proportionately exercised by teachers and administrator in an equitable manner, such policies can lead to a negative impact and outcome on a student's life. Participant Dr. Powell stated:

You have this safety of schools and zero-tolerance policies which we know unintendedly disproportionately impact urban schools where poverty was prevalent and obviously where there's more students of color. And so, what we ended up with is this influx of suspensions and expulsions in urban districts where again students are predominately those of color. And what we've recognized is that the zero-tolerance approach has not been effective right, and we know that when we use exclusionary discipline, so suspensions and expulsions, it actually increases the number on suspensions that the students will have moving forward, and it increases the likelihood of being involved in the juvenile justice system and subsequently the criminal justice as well.

This was certainly the case for Cruz, Enrique and Jose. All three of them manifested their trauma through their behaviors which led to their involvement with the juvenile justice system and the criminal justice system. Juan, although he was expelled did not become involved in either of the juvenile justice or criminal system, he witnessed his brothers be in and out both systems. He ultimately, experienced the death of one of his brothers as a result of his involvement with gangs.

Research Questions 4(b). What are School Systems Doing and not Doing to Support Students with Trauma?

The educator participant, Claudia, shared that she doesn't believe that public education is addressing youth with trauma in the most effective way. She believes that public education has not changed its procedures and processes in a long time. Claudia stated:

We really are not doing a great job in looking at a whole student and what things impact their learning. Especially where we are living in the Silicon Valley. A lot of our families are dealing with income issues. A lot of our families are doubled up, are homeless, and are struggling. And that alone has a big impact on student learning. And I think it's something that we really don't pay a lot of attention to. A lot of the resources that we have and a lot of the responses that we have are interventions, no preventative. So, we're reacting to the behavior. We are not really trying to sustain a student and support them from the beginning.

Research Question 4 (c). What are Other Possible Strategies Schools Might use to Address the Trauma Experienced by Latino Males?

Though Claudia believes that the larger educational system is not addressing youth with trauma effectively, she shared the efforts addressing youth with trauma in her continuation school. Through a grant called HEARTS, the continuation school was able to collaborate with Kaiser Permanente in efforts to transform the school into a trauma-informed school. This included educating their staff, students and teachers on how to be

trauma informed. All of the students take the ACEs survey, which enables them to see and understand what traumas their students take to school. Claudia shared that many of their students have experienced an array of trauma and toxic stressors. As a result, the staff and teachers invest more time on highlighting the student's strengths and what things they excel in. In addition, the continuation school is also a Positive Behavior Intervention Supports (PBIS) school, which is aligned with the same goals of being a trauma-informed school. PBIS coach, Heather Cardona shared that PBIS seeks to assist teachers and staff in establishing positive rules and positive classroom environments. She shared that one thing that works with PBIS is that when teachers use PBIS with fidelity, it enables teachers to build a positive relationship with their students and that relationship building helps minimize poor student behaviors.

Transforming the paradigm was not an easy task. Claudia shared that the biggest challenge in transforming the continuation school into a trauma-informed school and less punitive school culture was changing the mindset of the staff and teachers. The continuation school had experienced a lot of change in the past ten years; hence, shifting the paradigm was difficult for some teachers. Heather shared that the biggest challenge with PBIS is that teachers use it with fidelity.

Implications and Recommendations for Future Research

The exploratory documentary research brought about the need and urgency to address the prevalence of trauma among youth in schools and its connection with how Latino male youth are being disproportionately disciplined with punitive practices. The impact of trauma on youth today has become an epidemic affecting many students and

consequently, their behaviors, health, and academic success. While the findings are limited due to the small sample of participants in the documentary, the study highlights several concerns that need further attention and action. The study suggests that the educational system is unintendedly retraumatizing Latino male students when penalizing them with punitive discipline consequences. Upon being disciplined Latino male students begin to feel targeted by the adults in schools. They lose trust in the educational system as they feel that they are not wanted in the schools when suspended or expelled. Subsequently, they become disengaged and disconnected from their schools and educational experiences. Future studies should consider longitudinal research designed to further investigate the effects of unintendedly traumatization of youth in schools. There is limited research to substantiate the practice of unintendedly retraumatizing students in schools and the ramifications of this practice on students. Educational policymakers should also carefully examine which current practices may be unintendedly retraumatizing students in schools as there is an unaddressed ethical liability in play.

The documentary study illustrates that current punitive discipline policies and practices are disproportionately applied to Latino male students. Though these findings are consistent with the literature and research on the disproportionate discipline rates of Latino and African American boys, these findings continue the call for researchers to consider examining why punitive discipline discrepancies continue to occur. More importantly, researchers, scholars, educational officials, and educational practitioners should effectively collaborate with the primary stakeholders, the students, families, and community members. Doing so will elevate their understanding of what is really

happening in students' lives and what their immediate needs are. With an effective collaboration, the educational system can explore different methods and systems by which it can provide students with a truly safe, collaborative, and nurturing educational environment. While many school districts seek to obtain this knowledge through climate surveys, more often than not the most vulnerable stakeholders do not participate in such surveys.

The study reveals the importance for educators to effectively and genuinely engage in building a trusting relationship with students. The student participants in this study expressed how teachers in their comprehensive schools did not care about them. They found that the school staff and teachers in the alternative schools cared for them and their situations regardless of their behavioral backgrounds. Alternative programs are typically considered a smaller and more controlled setting, which can make it easier for teachers and staff to know all students and build relationships with them. Further studies should consider distinct systematic approaches or methods for how a comprehensive school can realistically create a more nurturing and caring climate and culture. Approaches such as a positive behavior intervention supports (PBIS) program is practiced in several school districts. However, as the PBIS coach participant expressed, this program will not work effectively if teachers do not practice it with fidelity. The educator participants also expressed the need for and importance of educators to be trauma-informed and properly prepared prior to starting their practice in education. More research is needed regarding the types of professional preparation that future educators obtain for serving students with trauma. Teacher preparation administration and faculty should also consider the

implementation of appropriate trauma-informed curriculum in their programs. Prior preparation in serving youth with trauma in schools may reduce the disproportionate rates of suspensions and expulsions and possibly reduce the number of teacher burnout cases. In addition, this could possibly alleviate the challenging task for educational leaders in school districts to create a change in teachers' mindsets and practices. Ultimately, early and appropriate educator preparation can possibly make a positive and significant impact on all stakeholders.

Finally, as this exploratory study only focused on Latino male students mainly from the San José, California area, further research in high schools and middle schools throughout the state is recommended. Several regions throughout the state of California are very diverse, as are the situations and environments that Latino male students may live in. This comprehensive study throughout the state of California could possibly provide further insight into the disproportionate discipline rate of Latino male students.

Reflections

This documentary study examined two current controversial topics that intersect. In order to synthesize a fuller picture of this problem, this project would require an extended timeframe and likely a series of documentary films. Also, the topic of trauma with youth is a very sensitive one to discuss while filming. Initially, I had planned to interview a few middle school students whom I had already built a trusting relationship with and who were willing to participate. However, I decided not to include the younger participants due to the extreme levels of traumatic events that they were currently experiencing. Though I am a counselor by profession, I did not feel that I would have the appropriate

time to properly follow up with these students in order to evaluate their emotional state after undergoing an interview. However, I do believe that younger student participants could bring further insights into this problem. The interviewing process was an empowering medium for the student participants. In my observation, the student participants felt validated, vindicated, listened to, and accepted. Some of the student participants were very appreciative of the opportunity. This documentary provided them the platform and space to express thoughts, stories, and feelings that they could not have expressed before.

Conclusion and Personal Story

I had been drawn to the issue highlighted in my exploratory study and documentary because a long time ago it touched me personally. After a yearlong trial for the charges of attempted murder and the use of an illegal gun, my brother José, 16, was found not guilty for attempted murder under the self-defense argument. He was charged for the use of an illegal gun. José was sentenced to six months at the local juvenile detention facility. I can attest that prior to José's involvement with this violent act, his affiliation with gangs and criminal activity was in a superficial capacity. During the interview, he shared that it was when he was awaiting his sentencing in the juvenile detention facility that he became attracted to the prospect of being a part of a well-known gang. Thereafter, as he served his sentence, he became further involved in this gang.

Upon his release from juvenile detention, José was re-enrolled into Dinuba high school district and was placed at a continuation high school where he thrived and graduated. José appeared to demonstrate that he had been rehabilitated. However,

appearances proved to be deceiving as he was still associating with the gang members. Predictably, his gang association brought him into further trouble with the law as a young adult and as a “troublemaker”, José's reputation became well known in several neighboring communities and also with law enforcement. During this period, José experienced an encounter with a police officer who decided to perform a search simply because the officer knew José was on probation. Youth and adults on probation can be subjected to a search and seizure without the need for probable cause. During the interview, José shared that during this encounter he did not do anything illegal to warrant him being searched and that he did not have anything on his person that was illegal. He shared that he vividly remembers when the officer planted drugs on his person. My brother was then arrested and taken to the county jail. I asked José why he didn't fight the case and he said that he spoke with an attorney. The attorney told him that he should just take a plea. The attorney told him, “Do you think the judge is going to believe you over the word of a police officer with your criminal record?”. Defeated, José pleaded guilty. He was placed on probation for several years.

My brother eventually settled down and left behind the gang affiliation when he became a father and family man. However, his criminal record became an endless barrier to obtaining stable and decent-paying employment. At one point, in the effort to attain a higher- paying job to support his family, he looked into attending college and attempted to apply for financial aid. José's financial status could have made him eligible for financial aid, nonetheless, his adult drug charge disqualified him. Subsequently, José has lost hope in obtaining any kind of post-high school education.

Today, my brother works in a cheese factory and has been working there for over 10 years. José shared that he makes decent money and has health insurance for his wife and daughters. During the interview, José shared that he feels lucky to be where he is at in life now. Had he been found guilty of the charge when he was a minor, he feels that his life would have been a completely different story. I can attest to how José has struggled and has worked very hard to repair his past choices and actions. He has managed to be a homeowner of two houses. He has an unconditionally loving and supportive wife as well as three beautiful daughters. Most importantly, he is a law-abiding citizen, good son, awesome brother and amazing father.

The toxic conditions and factors that affected my family, marked by my brother's educational and personal trajectory, are similar to the student participants in the documentary. Having been affected by traumatic experiences myself, I cannot stress enough the urgency to address the confluence of student trauma-induced-behavior and the negative impact of its related punishment in schools today. I have witnessed how trauma manifests itself through my students' behaviors, and the criminalization is a moral and ethical responsibility for all stakeholders to promptly confront and remedy this ghastly issue.

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APPENDICES

Appendix A: Interview Protocol

Script for Interviewing Student Participants

Interview #: _____

Date: _____

Location: _____

Thank you for agreeing to participate in this interview. The reason for this interview is because I am creating a documentary about students from refugee backgrounds and what it is like to attend an afterschool program to receive help with your studies. I am interested in how the afterschool program helps you with improving your reading comprehension skills. I would also like to know your opinion about how the afterschool program provides a safe learning environment for you. Before we begin our interview, I wanted to give you a brief background about myself. My name is Analiza Filion, and I have been a Middle School Language Arts teacher for 10 years. I was a teacher in Hawaii, and now I am a teacher and Vice Principal at a Catholic School in Santa Clara. I am also a Doctoral Student at San José State University. The two goals of my documentary work are to help students receive the best support from their tutors and teachers when asking for help with reading comprehension skills and to help provide students with safe learning environments.

The interview will take approximately 20-60 minutes and are based on the questions that we have already discussed. However, if you feel uncomfortable answering a question, please let me know, and I will skip to the next one. I will be using a video camera and a voice recorder to record our interview. Even though you have agreed to participate in this interview, your participation is completely voluntary, which means that you may tell me to stop the interview at any time. When we are finished with the interview, you will have the opportunity to review the video and audio footage.

What questions do you have for me before we begin? Now that I have answered your questions, with your permission, I am going to turn on my recording equipment, and we will start the interview.

Appendix B: Consent Form (English)

Notice of Release for Participation in Documentary Film

Disproportionate Disciplinary Rates of Latino Male Students:

Causes Impossible Solutions

I, the undersigned, hereby consent to use of my name, physical image, and voice to be used in the educational documentary, Disproportionate Disciplinary Rates of Latino Male Students: Causes Impossible Solutions produced and directed by Sonia Vargas. I understand that I have the option of using a fictitious name for the purpose of the documentary. This documentary is intended for use in classrooms, by educational agencies and organizations and by educational and PBS (Public Broadcast System) television stations. In giving this consent I hereby release Sonia Vargas of any proprietary rights that I may have in regard to this production. I do not expect to be paid for my participation.

NAME _____

DATE _____

SIGNATURE _____

ADDRESS _____

If under the age of 18, have parent or guardian complete the following:

NAME of
PARENT/GUARDIAN _____

SIGNATURE _____

ADDRESS _____

Appendix C: Consent Form (Spanish)

Aviso de Lanzamiento y Consentimiento para Participación en una película

documental:

Tasas Disciplinarias Desproporcionadas de Estudiantes Varones Latinos: Causa Soluciones Imposibles

El abajo, el consentimiento por este medio con el uso de mi nombre, imagen física, y la voz para ser usado en un documental educativo, Tasas Disciplinarias Desproporcionadas de Estudiantes Varones Latinos:Causa Soluciones Imposibles producido y dirigido por Sonia Vargas. Entiendo que tengo la opción de usar un nombre ficticio para el documental. Este documental está destinado a su uso en las aulas, por agencias y organizaciones educativas y por estaciones de televisión educativas y PBS (Public Broadcast System). Al dar este consentimiento, libero a Sonia Vargas de cualquier derecho de propiedad que pueda tener con respecto a esta producción. No espero que me paguen por mi participación.

NOMBRE _____

FECHA _____

FIRMA _____

DOMICILIO _____

Si es menor de 18 años, haga que el padre o tutor complete lo siguiente:

NOMBRE del PADRE / TUTOR _____

FIRMA _____

DOMICILIO _____

Appendix D: School Administrator Interview Guide

Background/Demographic Questions

Can you tell me about yourself?

- Where were you born and where did you grow up?
- How would you define your race/ethnic background?
- How long have you been in this job?
- Have you had any other roles within this organization/school?
- Have you taught or served in a leadership role elsewhere?

School Experience

- Why did you want to work in public education? (As a teacher? Counselor? School administrator? District Manager of Intervention Restorative Practices?) Do you believe what you do is important? How important is your position in your work? Do you believe you are recognized and appreciated for your role?
- What were our initial hopes/fears about the job/the experience? Have your expectations changed?
- When acting in your role, how would you describe the manner/style/thoughts in how you approach incidents involving discipline? If the discipline consequence(s) are under your discretion, how do you come to the determination/decision of the consequence(s)?
- Can you tell me about the preparation/training that you have received in dealing with disciplining students? How/what do you think and feel about the preparation that you've received and implement in your practice?
- Can you tell me about the knowledge that you have regarding disciplinary practices in general and the current disproportionality rates of suspension/expulsions of Latino male students in the state of California? Do you think that there is discrepancy of suspension/expulsions of Latino boys in your school/school district? If so, what do you think about this discrepancy? How do you feel about this discrepancy?
- What do you think is the root cause for the discrepancy/disproportionality rates of Latino male students being suspended/expelled? What do you think is being done and is not being done in attempt to reduce/eliminate this disproportionality? What is/are the biggest challenge(s) in tackling this task as you serve in your role? Why do you think it is important to understand the root cause(s) for this disproportionality?
- What is your understanding of reflective practice? Has the school changed since the introduction of restorative practices?
- Can you tell me about a student that you had/have to deal with due to discipline and you had/have a great/positive relationship?
- Can you tell me about a student that you had/have to deal with due to discipline and you did **not** have a great relationship?

- Do you feel that in your preparation taught you how to work with students that exhibit behavior issues and who have or are currently enduring adverse experiences?
- What strategies, practices or style do you use to build enduring relationships with your students?
- How important is it for you to know of any adversity that your students may be experiencing at home? If you learn about your student's adverse experiences, do you think that it can impact your relationship with your students?
- Tell about an experience you had with a student who told you about his/her adverse situation at home. How was your relationship with this student after? Did you treat this student any different than to other students who you were not aware of his/her adverse experiences?
- Working with inner city youth/students, to what extent do you find trauma/childhood adverse experience prominent among your student population? In what ways do you think that trauma/childhood adverse experiences impact your student's education and connection to your school? What is your school (teachers, administrators, counselors and staff) doing to create a safe and nurturing school environment particularly for Latino male students in your school?
- Through this documentary film, you have the platform to speak and reach an array of audiences (researchers, scholars, school practitioners, college students, community members and public policy officials), what message would you like to share with this audience?

Appendix E: Child Welfare & Attendance (CWA) Counselor Interview Guide

Background/Demographic Questions

Can you tell me about yourself?

- Where were you born and where did you grow up?
- How would you define your race/ethnic background?
- How long have you been in this job?
- Have you had any other roles within this organization/school?
- Have you taught or served as a counselor elsewhere?

School Experience

- What inspired you to work in public education? Do you believe what you do is important? How important is your position in your work? Do you believe you are recognized and appreciated for your role?
- What were our initial hopes/fears about the job/the experience? Have your expectations changed?
- What are your thoughts about youth with trauma in schools today? What are the sources of trauma that your students endure?
- Can you tell me about the preparation/training that you received in working with youth with trauma/behavior? How/what do you think and feel about the preparation that you've received and implement in your practice? Do you feel educators are well equipped to work with today's youth?
- As a CWA counselor, in your counseling career, what have been your most difficult issues that your student population have encountered?
- Can you tell me about one of your most memorable story/situations of a student who you worked with and who manifested their trauma through their behavior?
- Have you ever had a student who you know about whose life ended very negatively due to all the adverse experience he/she experience? Have you ever had a student who you knew/know but who beat the odds?
- Do you believe that public schools are addressing youth with trauma/adverse experiences in schools effectively, if at all? If not, in your opinion, what should public schools be doing different?
- In your opinion and experience, how do punitive practices impact Latino male students who endure adverse childhood experiences/trauma? Do you believe that school structures/systems perpetuate trauma in schools?
- To what extent may student's trauma become punished in schools?
- What are school systems doing and not doing to support student with trauma?
- Can you tell me about the knowledge that you have regarding disciplinary practices in general and the current disproportionality rates of suspension/expulsions of Latino male students in the state of California? Do you think that there is discrepancy of suspension/expulsions of Latino boys in your school/school district? If so, what are your thoughts about this discrepancy?

- What do you think is the root cause for the discrepancy/disproportionality rates of Latino male students being suspended/expelled? What is being done and is not being done in attempt to reduce/eliminate this disproportionality? What is/are the biggest challenge(s) in tackling this task as you serve in your role?
- Working with inner city youth/students, to what extend do you find trauma/childhood adverse experience prominent among your student population? In what ways do you think that trauma/childhood adverse experiences impact your student's education and connection to your school? What is your school (teachers, administrators, counselors and staff) doing to create a safe and nurturing school environment particularly for Latino male students in your school?
- What is the impact of current policies (school district, state and federal policies) in the way that teachers and administrators implement disciplinary practices as they relate to trauma?
- Through this documentary film, you have the platform to speak and reach an array of audiences (researchers, scholars, school practitioners, college students, community members and public policy officials), what message would you like to share with this audience?

Appendix F: Retired Counselor Interview Guide

Background/Demographic Questions

Can you tell me about yourself?

- Where were you born and where did you grow up?
- How would you define your race/ethnic background?
- How long have you been in this job?
- Have you had any other roles within this organization/school?
- Have you taught or served as a counselor elsewhere?

School Experience

- What inspired you or why did you want to work in public education? (As Counselor? And as a retired counselor). Do you believe what you do is important? How important is your position in your work? Do you believe you are recognized and appreciated for your role?
- What were our initial hopes/fears about the job/the experience? Have your expectations changed?
- What are your thoughts about youth with trauma in schools today? What are the sources of trauma that your students endure?
- Can you tell me about the preparation/training that you received in working with youth with trauma/behavior? How/what do you think and feel about the preparation that you've received and implement in your practice? Do you feel educators are well equipped to work with today's youth?
- As a newly retired counselor and now part-time counselor, in your counseling career, what were your most difficult issues that have come about within your student population? What were/are the major differences of your student's "issues"/root causes of student's behaviors throughout the years in which you served as a counselor.
- Can you tell me a story/stories of a/some students that you worked with who had experience adverse childhood experiences and manifested their trauma through their behavior?
- Have you ever had a student who you know about that his/her life ended very negatively due to all the adverse experience he/she experience? Have you ever had a student who you knew/know and who beat the odds?
- Do you believe that public schools are addressing youth with trauma/adverse experiences in schools effectively, if at all? If not, what shall public school be doing different?
- In your opinion and experience, how do punitive practices impact Latino male students who endure adverse childhood experiences/trauma? Do you believe that school structures/systems perpetuate trauma in schools?
- To what extent may student's trauma become punished in schools?

- What are school systems doing and not doing to support student with trauma?
- Can you tell me about the knowledge that you have regarding disciplinary practices in general and the current disproportionality rates of suspension/expulsions of Latino males' students in the state of California? Do you think that there is discrepancy of suspension/expulsions of Latino boys in your school/school district? If so, what are your thoughts about this discrepancy?
- What do you think is the root cause for the discrepancy/disproportionality rates of Latino male students being suspended/expelled? What is being done and is not being done in attempt to reduce/eliminate this disproportionality? What is/are the biggest challenge(s) in tackling this task as you serve in your role?
- Working with inner city youth/students, to what extend do you find trauma/childhood adverse experience prominent among your student population? In what ways do you think that trauma/childhood adverse experiences impact your student's education and connection to your school? What is your school (teachers, administrators, counselors and staff) doing to create a safe and nurturing school environment particularly for Latino male students in your school?
- What is the impact of current policies in the way that teachers and administrators implement practices as they relate to trauma?
- What are other possible strategies schools might use to address the trauma that Latino male students endure?
- Through this documentary film, you have the platform to speak and reach an array of audiences (researchers, scholars, school practitioners, college students, community members and public policy officials), what message would you like to share with this audience?

Appendix G:

Positive Behavior Interventions Supports (PBIS) Coach Interview Guide

Background/Demographic Questions

Can you tell me about yourself?

- Where were you born and where did you grow up?
- How would you define your race/ethnic background?
- How long have you been in this job?
- Have you had any other roles within this organization/school?
- Have you taught or served as a counselor elsewhere?

School Experience

- What inspired you or why did you want to work in public education?
- Do you believe what you do is important? How important is your position in your work?
- What were our initial hopes/fears about the job/the experience? Have your expectations changed?
- Can you tell me about the preparation/training that you received in working with youth with trauma/behavior? How/what do you think and feel about the preparation that you've received and implement in your practice? Do you feel educators are well equipped to work with today's youth?
- What were your most difficult issues that have exist within the student population that are referred to you?
- Can you tell me about PBIS? What are the effects of school-wide positive behavior intervention? And what do you think works and does not work with PBIs?
- What does PBIS have to do with school discipline and classroom management?
- How does PBIS impact student learning and the social-emotional well-being of students, particularly Latino male students with behavior issues? And the disproportionate suspension and expulsion rate of Latino male students?
- How long does it take to implement PBIS in schools to see the change of school climate?
- What are the biggest challenges in rolling out PBIS in schools?
- How does the implementation of PBIS impact youth who have experience adverse childhood experiences/trauma?
- Do you believe that public schools are addressing youth with trauma/adverse experiences in schools effectively, if at all? If not, what shall public school be doing different?
- In your opinion and experience, how do punitive practices impact Latino male students who endure adverse childhood experiences/trauma? Do you believe that school structures/systems perpetuate trauma in schools?
- To what extent may student's trauma become punished in schools?
- Do you believe school systems are doing enough to address youth trauma in schools?

- What do you think is the root cause for the discrepancy/disproportionality rates of Latino male students being suspended/expelled? What is being done and is not being done in attempt to reduce/eliminate this disproportionality? What is/are the biggest challenge(s) in tackling this task as you serve in your role?
- Working with inner city youth/students, to what extend do you find trauma/childhood adverse experience prominent among your student population? In what ways do you think that trauma/childhood adverse experiences impact your student's education and connection to your school? What is your school (teachers, administrators, counselors and staff) doing to create a safe and nurturing school environment particularly for Latino male students in your school?
- What is the impact of current policies in the way that teachers and administrators implement practices as they relate to trauma?
- Through this documentary film, you have the platform to speak and reach an array of audiences (researchers, scholars, school practitioners, college students, community members and public policy officials), what message would you like to share with this audience?

Appendix H: District Official Interview Guide

Can you tell me about yourself?

- Name?
- Where were you born and where did you grow up?
- What is your role within this organization/system?

School discipline practices have shifted dramatically in recent years, following changes in school district and state policy. Data and research have illustrated the high rates of suspension and expulsion, the consequences of such discipline for students, and the disparities in discipline practice by race and disability. In response, many communities have worked to promote school safety and attendance by replacing exclusionary discipline methods with approaches that effectively prevent and address student misbehavior.

- What is your school district currently doing to prevent misbehavior in order to reduce the high rate of the Latino male student suspensions and expulsions?
 - What behaviors place Latino male students at risk of removal from their class or school?
 - How and when do schools involve the police for behaviors in schools?
- What are Restorative Practices and how is it being implemented in your school district?
- What is PBIS and how is it being implemented in you school district and is it effective?
- Can you tell me about the preparation/training that you received in working with youth with trauma? What do you think about the preparation that you've received and implement in your practice? Do you feel educators are well equipped to work with today's youth?
- Do you believe that the public educational system is addressing youth with trauma in schools appropriately? If not, in your opinion, what should the public educational system be doing in order to address this issue?
- In your opinion and experience, do you think that punitive practices impact Latino male students who have endure trauma? Do you believe that school structures/systems perpetuate further trauma upon students?
- Can you tell me about the knowledge that you have regarding disciplinary practices in general and the current disproportionality rates of suspension/expulsions of Latino male students in the state of California/your school district? Do you think that there is discrepancy of suspension/expulsions of Latino boys in your school/school district? If so, what are your thoughts about this discrepancy?
- What do you think is the root cause for the discrepancy/disproportionality rates of Latino male students being suspended/expelled? What is being done and is not being done in attempt to reduce/eliminate this disproportionality? What is/are the biggest challenge(s) in tackling this task as you serve in your role?

- What is the impact of current policies (school district, state and federal policies) in the way that teachers, administrators and district officials implement disciplinary practices upon Latino male students whom have experienced trauma.
- Through this documentary film, you have the platform to speak and reach an array of audiences (researchers, scholars, school practitioners, college students, community members and public policy officials), what message would you like to share with this audience?

Appendix I: Former Student Interview Guide

Background/Demographic Questions

- What is your name?
- How old are you?
- Where were you born and where did you grow up?
- How would you define your race/ethnic background?
- What language or languages are/were spoken in your home as you were growing up?
- What do you currently do?

School Experience

- Can you tell me about your overall educational experience? Where did you attend elementary, middle school and high school? Have you attended college or receive any vocational training after high school?
- What were the biggest challenges did you encountered throughout your educational trajectory?
- Can you tell me about your personal challenges and adverse experiences you encountered as you worked toward obtaining your education?
- To what extent did your adverse experiences impact your educational trajectory?
- Do you believe that your adverse experiences impacted your behaviors in school and your educational experiences/outcome?
- Can you tell me when your behavior in school led to you getting in trouble or suspended? What behavior did you manifest and which behavior led you to be expelled?
- What was occurring in your personal/family life at the time that you got into trouble, suspended or expelled?
- Looking back and reflecting, what do you believe you needed from the school (teachers, administrators, counselors and/or staff) in order for you to have been supported and successful?
- What did you need from your family in order to have been supported and successful?
- Looking back and reflecting on your adverse experiences as you filtered through the school district's disciplinary processes, how did you feel then and how do you feel now about the disciplinary decisions that were made regarding your actions & behaviors?
- What is your perception on how teachers, administrators, counselors and school staff treated you knowing that you in fact had adverse childhood experiences and challenges?
- Do you believe that if your teachers and administrators were more knowledgeable about your personal struggles, trauma and/or adverse experiences, perhaps your educational experiences would be different? Do you think that it would have impacted the relationship between the teacher/administrator and students?
- Through this documentary platform, you have the ability to speak to many educators, (from k-12 to university educators and researchers) what would you suggest or advise teachers, counselors, administrators and university professors who are working with youth that are experiencing adverse experience.

Appendix J: Current Student Interview Guide

Background/Demographic Questions

- What is your name?

- How old are you?
- What school do you attend and what grade level are you in?
- Who do you live with?

School and Personal Experiences

- Tell me about your educational experience. What have been your biggest challenges/obstacles?
- What are some behaviors that you have done in the past...that got you in trouble?
- Can you tell me how your behavior in school impacted the outcome of your educational experience? Did this behavior lead you to get suspended or expelled?
- Why do think you that you acted?
- If you have been suspended or expelled, do you feel that the administrator(s) were fair in the way they dealt with your behavior.
- As you've attended school, what have been some of the major (personal) obstacles that you had to overcome or still dealing with?
- Did you ever think that you might not make it through high school?
- What specific help or interventions by a staff/teacher/administrator helped you to be successful?
- What assumptions do you think educators make about Latino male students who struggle in school?
- What assumptions do you think educators make about Latino students who don't attend school every day or get into trouble?
- What are your thoughts or opinions about how schools deal with Latino students that are "troublemakers?"
- Do you feel that an adult (staff member) of your school cares about you and wants you to be successful?
- Can you tell me about an adult (staff member) who you had a relationship with and what was it about this adult that enabled you to build a relationship with him/her?
- Did you or do you feel connected to your school?
- If there is one thing you wished your teacher knew about you...that you wish you could tell them...it would be?
- If there is one thing you wished your teacher knew about you...that you wish you could tell them...it would be?
- What advice would you give teachers and school administrators on what they should consider with they give student's consequences for their behaviors.

